

**IMPROVING READING COMPREHENSION LEARNING THROUGH
MULTIPLE READING COMPREHENSION STRATEGIES OF
THE ELEVENTH GRADE STUDENTS
AT SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

**Submitted as Partial Fulfilment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language
Education**



By:

Oktafina Dewi Kurnianti

NIM 05202241005

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL SHEET

**IMPROVING READING COMPREHENSION LEARNING THROUGH
MULTIPLE READING COMPREHENSION STRATEGIES OF
THE ELEVENTH GRADE STUDENTS
AT SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012**

A THESIS



First Consultant

A handwritten signature in black ink, appearing to read "Drs. Abdul Ghani Johan".

Drs. Abdul Ghani Johan, M.Ed.
NIP. 19480722 197603 1 001

Second Consultant

A handwritten signature in black ink, appearing to read "Nunik Sugesti".

Nunik Sugesti, M.Hum.
NIP. 19710616 200604 2 001

RATIFICATION

EFFORTS TO IMPROVE READING COMPREHENSION LEARNING THROUGH MULTIPLE READING COMPREHENSION STRATEGIES OF THE ELEVENTH GRADE STUDENTS AT SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012

A THESIS

**Accepted by the Board Examiners of the Faculty of Languages and Arts of
State University of Yogyakarta on 23 January 2013 and declared to
have fulfilled the requirement for the attainment of a *Sarjana*
Pendidikan Degree in English Language Education**

BOARD OF EXAMINERS

Dr. Agus Widyantoro, M.Pd.

Chairperson

Nunik Sugesti, M.Hum.

Secretary

Dr. Margana, M.Hum., M.A.

First Examiner

Drs. A. Ghani Johan, M.Ed.

Second Examiner

Yogyakarta, January 22nd, 2013

Faculty of Languages and Arts

Dean,

Prof. Dr. Zamzani, M.Pd.

NIP 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Oktafina Dewi Kurnianti
NIM : 05202241005
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Thesis :

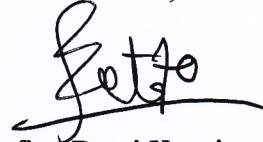
IMPROVING READING COMPREHENSION LEARNING THROUGH
MULTIPLE READING COMPREHENSION STRATEGIES OF THE
ELEVENTH GRADE STUDENTS OF SMA N 2 BANGUNTAPAN IN THE
ACADEMIC YEAR OF 2011/2012

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasikan atau ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Januari 2013

Penulis,



Oktafina Dewi Kurnianti

NIM: 05202241005

MOTTOS

Every single matter must be started with “*niat ingsun*”.
(Mr. Milkman-Selokan Mataram Street)

It is better to create histories than starring at histories.
(Mr. Kincuk-Becak Driver of Malioboro)

Take the right path, the straight one.
(Mr.Bowl Repairer from Srandakan)

Aja nggege mangsa.
(Javanesse philosophy)

Dedications

I dedicate this thesis to:

- ❧ my beloved mother and father whose endless love, prayer, and patience
have been enlightening every piece of moment of my life,
- ❧ my beloved brother, for his love and support,
- ❧ everyone who supports me so far.

ACKNOWLEDGEMENTS

Alhamdulillah, Astaghfirullah, Allahu Akbar, La haula wala quwata ila billah. All praises be to Allah SWT for blessing me, empowering me, forgiving me, pitying me, and giving me unending chance to go ‘home’.

I would like to express my sincerest gratitude to my first consultant Drs. Abdul Ghani Johan, M.Ed who was very patient guiding me until the end of this thesis writing. I also truly thankful for him for worrying my health problem I encountered along this endeavour. I appreciate your rare combination of professionalism and warmth. Also for my second consultant, Nunik Sugesti, M.Hum. who had enlightened my mind with her advices, guidance, and care. I appreciate how she made time to meet me despite her busy schedule.

My gratitude also goes to all of the lecturers of English Education Department for their kindness during my study. In particular, a sincere note of thanks goes to my Academic Consultant, Dr. Margana, M.Hum., M.A. for his enduring support, Dr. Agus Widyanoro, M.Pd. for the unforgettable philosophy of ‘helping somebody hanging the laundry on the cloths line’ and for fixing this messy student in her very last minute, Drs. Samsul Maarif, M.A. for his inspiring and intelligence way of thinking.

I also greatly express my truly gratefulness to the big family of SMA N 2 Bnaguntapan, particularly Panca Ratnawati, S.Pd and Emaribu, S.Pd. for being so patient, kind, and cooperative during the research. For the students of XI IPA1 who have been involved in the research, thank you for being so vibrant.

My special thanks go to my wonderful mother, Sulasih S.Pd., my extraordinary father, Sarjono, S.Pd., my brilliant thinker brother, Anang Yuli Ariadi S.S., my talented chef sister, Dian Nur Phawestri S.Sos., my intelligent grandfather, H. Sastro Wiyono Sunar, and all of the relative members for the endless prayers, patience, supports and motivation.

The writer is also greatly indebted to her many companion: *Mas* Apri Antoro, for awaking me with *niat ingnun* philosophy; *Ka'* Rini, for always *puk puk* me; *Ka'* Dhimas, for being an excellent research collaborator; Didi, Yami, and Roro for being my invisible thesis consultants; Oktina for any kinds of support for my thesis; Dewita Utami, S.Si. for guiding me to grasp the art of SPSS; *Ka'* Ari Ros for being my lovely thesis alarm; *Mbak* Imma and *Mas* Kunthing for being there in my last minutes.

I would also like to thank all of the friends in the Department of English Language Education Class A, particularly *bulek* Pritta, Tom Tom, Larasayang, Elisa, Elita, Yoko, Baso, Wawan, and Ari, for their encouragements. The last but not least, the writer would like to thank those who have contributed a lot to her life but whose names cannot be mentioned one by one.

Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at senior high schools in particular.

Yogyakarta, January 21st, 2013

Oktafina Dewi Kurnianti

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
ABSTRACT	xiv
CHAPTER 1 INTRODUCTION	
A. Background to the Problem	1
B. Identification of the Problems	3
C. Limitation of the Problem	5
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significance of the Research	7
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review	9
1. Reading Comprehension	9
a. Reading Comprehension Process.....	9
b. Elements Involved in Reading Comprehension.....	12
c. Reading Comprehension Ability.....	13
2. Reading Comprehension Learning	15
a. Scope of Reading Comprehension Learning.....	15
1) Self Vertex	16
2) Material Vertex	18
3) Strategy Vertex.....	18

4) Task Vertex	19
b. Reading Motivation in Reading Comprehension Learning ...	21
1) Definitions of Reading Motivation	21
2) Dimensions of Reading Motivation	23
3) The Role of Reading Motivation towards Reading Comprehension Learning	26
c. Reading Engagement	26
1) Definitions of Reading Engagement	26
2) The Scope of Reading Engagement	27
3) Assessing Students' Reading Engagement	30
3. Reading Comprehension Strategies	31
a. Definitions of Reading Comprehension Strategies	32
b. Significance of Reading Comprehension Strategies	32
c. Characteristics of Effective Reading Comprehension Strategies	34
d. Implementing Reading Comprehension Strategies	33
e. Types of Reading Comprehension Strategies	40
1) Semantic Webbing	40
2) Directed Reading Thinking Activity (DR-TA)	40
3) Selective Underlining and Note Taking	41
4) K-W-L	41
5) Graphic Organizers	42
6) Tableau	43
B. Conceptual Framework	46

CHAPTER III RESEARCH METHOD

A. Research Type	49
B. Research Setting	50
C. Subjects of the Research	43
D. Data Collection Instruments	43
1. Observation Protocol	44

2. Interview Guide	44
3. Test.....	45
E. Data Analysis	45
F. Data Validity and Reliability	46
G. The Steps of the Research	47
1. Reconnaissance	48
2. Planning	48
3. Action and Observation	49
4. Reflecting	49
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Condition before the Action.....	75
1. Reading Comprehension Ability.....	78
2. Reading Motivation.....	83
3. Reading Engagement	84
B. Determining the Action to Overcome the Problem	88
C. The Implementation of Reading Comprehension Strategies	92
1. Report of Cycle 1	93
a. Planning of Cycle 1	93
b. Action and Observation of Cycle 1	96
c. Reflection of Cycle 1	104
1) Reflection of the Reading Comprehension Learning of Cycle 1	105
a) Reading Motivation.....	106
b) Reading Engagement	157
c) Reading Comprehension Ability.....	164
2) Reflection of the Implementation of Multiple Reading Comprehension Strategies.....	167
a) Semantic Webbing	167
b) Directed Reading Thinking Activity (DR-TA) and Graphic Organizers	171

c) Selective Underlining and Note Taking, K-W-L, and Graphic Organizers	176
3) Problem during the Implementation of Cycle 1	185
2. Report of Cycle 2	193
a. Planning of Cycle 2	193
b. Action and Observation of Cycle 2	195
c. Reflection of Cycle 2	201
1) Reflection of the Reading Comprehension Learning of Cycle 1	202
a) Reading Motivation.....	202
b) Reading Engagement	244
c) Reading Comprehension Ability.....	250
D. General Findings and Discussions	261
CHAPTER V CONCLUSION, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusion	275
B. Implications	276
C. Suggestions	276
REFERENCES	278
APPENDICES	282
A. Field Notes	282
B. Interview Transcripts	289
C. Lesson Plans.....	290
D. Instruments.....	320

LIST OF TABLES

Table 2.1.	Revised Bloom’s Taxonomy of the Cognitive Levels.....	14
Table 2.2.	Dimensions of Reading Motivation.....	23
Table 3.1.	Specification Table for the Questionnaire	53
Table 3.1.	The Questionnaire Score.....	54
Table 3.1.	The Distribution of Positive and Negative Questions	54
Table 4.1.	Sample of Student Survey about Problems in Reading Comprehension Learning	76
Table 4.2.	Students’ Reading Comprehension Ability Score in Pre-Action...	86
Table 4.3.	Reading Engagement Index in Pre-Action	87
Table 4.4.	Samples of Students Opinions for the Improvement of Reading Comprehension Learning	88
Table 4.5.	Description of Actions in Cycle 1.....	94
Table 4. 6	Observation’s Results of Students’ Reading Motivation in Cycle 1Description of Actions in Cycle 1	106
Table 4.7.	Observation’s Results of Reading Motivation Aspects in Cycle 1	107
Table 4.8.	Observation’s Results of Reading Engagement in Cycle 1.....	157
Table 4.9	Reading Engagement Index in Cycle 1	161
Table 4.10	The Comparison of Reading Engagement Index (REI) between Pre-Action and Cycle	163
Table 4.11	The Students’ Reading Comprehension Ability Scores In Cycle 1.....	164
Table 4.12.	Comparison of the Students’ Reading Comprehension Ability between Pre-action and Cycle 1	166
Table 4.13.	Observation’s Results of Students’ Reading Motivation in Cycle 2.....	202
Table 4.14.	Observation’s Results of Reading Motivation Aspects in Cycle 2	203
Table 4.15.	Observation’s Results of Reading Engagement in Cycle 2	244

Table 4.16	The Comparison of Reading Engagement Index (REI) between Cycle 1 and Cycle 2.....	248
Table 4.17.	Students' Reading Comprehension Ability Scores in Cycle 2	249
Table 4.18.	Comparison of the Students' Reading Comprehension Ability in Cycle 1 and Cycle 2.....	250
Table 4.19.	Statistics Analysis of the Questionnaire on Reading Motivation and Reading Engagement.....	253
Table 4. 20.	The Comparison of Reading Motivation and Reading Engagement between Cycle 1 and Cycle 2.....	255
Table 4.21.	The Comparison of Observation's Results on Reading Motivation Aspects between Cycle 1 and Cycle 2	257
Table 4.22.	The Comparison of Reading Engagement Index (REI) between Pre-Action, Cycle 1, and Cycle 2	258
Table 4.23.	The Comparison of the Students' Reading Engagement in Pre-Action, Cycle 1 and Cycle 2	259
Table 4.24.	Statistics Analysis of Reading Engagement Index (REI)	261
Table 4.25.	The Result of the Pre-test, Progress test, and Post-test.....	262
Table 4.26.	Statistics Analysis of Reading Comprehension Scores	265

LIST OF FIGURES

Figure 2.1.	A model of reading comprehension.....	11
Figure 2.2.	Framework of reading comprehension	12
Figure 2.3.	Tetrahedral Model of Learning	16
Figure 3.1.	The Action-Research Cycle	50
Figure 4.1.	Percentage of the Students' Reading Comprehension Ability Score in Pre-action.....	83
Figure 4.2.	Percentage of Reading Engagement Index (REI) in Pre-Action ...	87
Figure 4.3.	Percentage of Reading Engagement Index (REI) in Cycle 1.....	162
Figure 4.4.	Comparison of Reading Engagement Index (REI) in Pre-Action and Cycle 1	163
Figure 4.5.	Percentage of the Students' Reading Comprehension Ability Score after Cycle 1	165
Figure 4.6.	Visual Comparison of the Students' Reading Comprehension Ability in Score Pre-action and Cycle 1	166
Figure 4.7.	Comparison in Mean of Reading Comprehension Ability Test in Pre-action and Cycle 1	167
Figure 4.8.	Observation's Results on the Implementation of Reading Comprehension Strategies in the First Meeting of Cycle 1	168
Figure 4.9.	Observation's Results on the Implementation of Reading Comprehension Strategies in the Second Meeting of Cycle 1.....	172
Figure 4.10.	Observation's Results on the Implementation of Reading Comprehension Strategies in the Third Meeting of Cycle 1	177
Figure 4.11.	Percentage of Reading Engagement Index (REI) in Cycle 2 in Cycle 2	247
Figure 4.12.	Visual Comparison of Reading Engagement Index (REI) between Cycle 1 and Cycle 2.....	248
Figure 4.13.	Percentage of the Students' Reading Comprehension Ability Score in Cycle 2.....	249

Figure 4.14. Visual Comparison of the Students' Reading Comprehension Ability Cycle 1 and Cycle 2.....	250
Figure 4.15. Comparison in Mean of Reading Comprehension Ability Test between Cycle 1 and Cycle 2.....	251
Figure 4.16. Visual Comparison of Reading Engagement Index (REI) between Test between Pre-Action, Cycle 1, and Cycle 2.....	260
Figure 4.17. Comparison in Mean of Reading Comprehension Ability Test between Test between Pre-Action, Cycle 1, and Cycle 2	263
Figure 4.20. Visual Comparison of the Students' Reading Comprehension Ability between Test between Pre-Action, Cycle 1, and Cycle 2.....	264

LIST OF ABBREVIATIONS

RM : Reading Motivation

ARE : Affective Reading Engagement

BRE : Behavioural Reading Engagement

CRE : Cognitive Reading Engagement

SRE : Social Reading Engagement

ABSTRACT

IMPROVING READING COMPREHENSION LEARNING THROUGH MULTIPLE READING COMPREHENSION STRATEGIES OF THE ELEVENTH GRADE STUDENTS OF SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012

By

Oktafina Dewi Kurnianti

05202241005

This study is action research aimed to improve the reading comprehension learning for students at Grade XI IPA1 of SMA N 2 Banguntapan in the academic year of 2011/ 2012. In reference to the preliminary observations and interviews, there were some problems related to the reading comprehension learning process in the class. The problems related to the teaching method, the teacher, the students, and the reading material. After identifying the feasible problems, the researcher focused on improving the teaching method. Therefore, the efforts made to solve those problems were implementing multiple reading comprehension strategies.

This study is qualitative in nature. The researcher collaborated with the English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teachers, while the quantitative data were obtained by giving the reading comprehension tests. The data were in the form of field notes, interview transcripts, and test scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result of this study shows that the implementation of multiple reading comprehension strategies in the reading class is proven to be effective to improve reading comprehension learning which evoke students's reading motivation, maximize students' reading engagement, and improve students' reading comprehension ability. The improvement of the students' reading motivation and engagement is supported by the results of observations and questionnaires. The improvement of the students' reading comprehension ability is strengthened by the result of pre-test and post-test. The students' score average of pre – test was 6.3 while in post – test was 7.6. This implies that the implementation of multiple reading comprehension strategies gives positive effects on improving students' performance and achievement in the teaching and learning process.

ABSTRACT

IMPROVING READING COMPREHENSION LEARNING THROUGH MULTIPLE READING COMPREHENSION STRATEGIES OF THE ELEVENTH GRADE STUDENTS OF SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012

By

Oktafina Dewi Kurnianti

05202241005

This study is action research aimed to improve the reading comprehension learning for students at Grade XI IPA1 of SMA N 2 Banguntapan in the academic year of 2011/ 2012. In reference to the preliminary observations and interviews, there were some problems related to the reading comprehension learning process in the class. The problems related to the teaching method, the teacher, the students, and the reading material. After identifying the feasible problems, the researcher focused on improving the teaching method. Therefore, the efforts made to solve those problems were implementing multiple reading comprehension strategies.

This study is qualitative in nature. The researcher collaborated with the English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teachers, while the quantitative data were obtained by giving the reading comprehension tests. The data were in the form of field notes, interview transcripts, and test scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result of this study shows that the implementation of multiple reading comprehension strategies in the reading class is proven to be effective to improve reading comprehension learning which evoke students's reading motivation, maximize students' reading engagement, and improve students' reading comprehension ability. The improvement of the students' reading motivation and engagement is supported by the results of observations and questionnaires. The improvement of the students' reading comprehension ability is strengthened by the result of pre-test and post-test. The students' score average of pre – test was 6.3 while in post – test was 7.6. This implies that the implementation of multiple reading comprehension strategies gives positive effects on improving students' performance and achievement in the teaching and learning process.

CHAPTER I

INTRODUCTION

This chapter presents some important substances concerning the background of the study. It is presented in six headings. They are background of the problem, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Problem

Reading is a bridge to access knowledge. Many kinds of knowledge are written in books, encyclopedias, journals, research reports, magazines, newspapers, website's posting, literature works, and many other written resources. In the context of foreign language learning, reading also plays important role. Learners are able to learn a piece of language much through reading authentic resources written in the target language. By reading texts in the target language, learners will know how the language is used and get information carried by the texts.

Reading is one of the important skills which English learners must acquire besides the other skills (listening, speaking, and writing). It is one of the receptive skills besides listening. Being one of the four language skills, reading has an important objective. Based on the School Based Curriculum (Departemen Pendidikan Nasional, 2006), English reading in the senior high school in Indonesia is aimed at making students comprehend the meaning of short functional texts and essays they

find in their daily life. The students are expected to be able to gain information and knowledge from such texts.

Moreover, according to the Education Ministry Decree No.77/2008, the reading competency tests cover about 80% of the English National Examination test per annum. It means that reading comprehension ability get the biggest portion in the test. With regard to this condition, students should have persistent reading comprehension ability.

However, comprehending is not a simple matter. Many problems hinder the flow of reading comprehension learning. This condition leads to the lack of reading comprehension ability. Reading comprehension ability is determined by the quality of reading comprehension learning. Effective reading comprehension learning will perform good reading comprehension ability and vice verse. Unfortunately, the teaching of reading comprehension in Indonesia faces many problems. As the result, most of Indonesian students' reading comprehension ability is still far from satisfactory.

Programme for International Student Assessment (PISA, 2003) reported that the literacy level of Indonesian students; 69% of them occupy level 1, in which they are able to read but are not able to get the topic discussed in the text, 31% of them are under level 1 in which they only could read the text but could not find the topic and the main point of the text. Those students also could not construct the implicit information of the text and use their background knowledge. There were only 3% of students who occupy level 3, in which they are competent in finding main point of the

text, making use their background knowledge, and evaluating the text. None of them occupy level 4 and 5.

Such a condition also occurs in SMAN 2 Banguntapan. In reference to the observation conducted by the researcher, students' survey, and interviews with the teacher, the headmaster, and the students, it was found that many students of SMAN 2 Banguntapan still experience difficulties in comprehending English texts. Based on the preliminary study, it was found that there were some problems which hindered the effectiveness of reading comprehension learning.

With regard to this condition, it is taken for granted that the problems occurring in reading comprehension learning should to be solved soon. It is because the effectiveness of reading comprehension learning will affect students' ability in reading comprehension. Based on the discussion and some considerations, the researcher and the English teacher met a commitment to improve reading comprehension learning in the framework of classroom action research. This research is feasible to be conducted since some supporting aspects are filled. Those are the time availability, the cost budget, and the support of some related parts. As the first step, the researcher tried to find out the core of the problems that will be discussed in the following identification of the problem.

B. Identification of the Problem

In order to identify the existing problems in the reading comprehension learning process, the researcher observed the learning process in Grade XI of SMAN

2 Banguntapan, interviewed the school principal, the English teacher and the students, and conducted a survey for students. In reference to this preliminary study, it is solicited that there were some problems which led the reading comprehension learning becomes ineffective. The areas of problem were the lack of reading motivation, the lack of reading engagement, and the lack of reading comprehension ability.

The first problem was poor reading motivation. Most of the students were not motivated in reading. Finally, they performed half-hearted attempt in learning and even skipped some learning activities. It was also found that students with poor reading motivation often exhibit low involvement in learning activities. They also performed low struggle in comprehending text. Some of them gave up easily when they found difficulties in comprehending the text. Reading motivation affects the process and the achievement of reading comprehension learning.

The second probable cause was the lack of reading engagement. The activities tend to be ineffective to engage students in learning and facilitate students in arriving at a good reading comprehension. The activities which are mostly applied are reading aloud, translating the text into Indonesian, and answering the comprehension questions related to the text. Reading aloud and translating the text tend to be less focuses on meaning. After translating the text, the students still do not get the point of the text. Finally, their reading comprehension are hindered. Furthermore, such kinds of activities tend to be passive so that they less effective to appeal students' motivation and engage their involvement in reading comprehension learning.

The third probable cause was the lack of reading comprehension ability. Most of the students are experienced problems in getting the meaning of the text. They may read the text but they do not know about what they read. Most of them find difficulties in deducing the main idea of the paragraph, finding the main point of the text, deducing meaning of unfamiliar lexical items, making inferences, identifying the text's structure, stating the author's purpose, and identifying the purpose of the writing.

Considering those problems, the researcher concluded that the lack of reading motivation, the lack of reading engagement, and the lack of reading comprehension ability lead to the ineffectiveness of reading comprehension learning. One of the main aspects in the successful learning is strategy. If the teacher applies reading comprehension strategy which could appeal students' reading motivation, reading engagement, and reading comprehension ability, the effectiveness of reading comprehension learning would improved. In order to reach that goal, the researcher considered that the implementation of reading comprehension strategies is effective to be used.

In this study the researcher tried to apply reading comprehension strategies in reading comprehension learning. Those actions were conducted in the frame of classroom action research. By implementing reading comprehension strategies, it was expected that students' reading motivation, reading engagement, and reading comprehension ability would improved. At last, the effectiveness of reading comprehension learning would improve.

C. Delimitation of the Problem

The previous section has described that the problem was related to reading comprehension learning. This problem was the effect of the students' low reading motivation, low reading engagement, and low reading comprehension ability. In this study, the researcher focuses on improving reading comprehension learning through the implementation of reading comprehension strategies.

Such a preference is determined by the following reasons. First, the implementation of reading comprehension strategies is fruitful in appealing students' motivation to learn and improving students' involvement in learning activities. Second, the researcher considers that the choice of reading comprehension strategies is the most readily implemented in the classroom. Third, the implementation of reading comprehension strategies cultivates reading comprehension ability.

Review of strategies suggested by some experts, combined with the analysis of the problem setting, resulted in the selection of some categories of interventions: 1) the implementation of Semantic Webbing 2) the implementation of DR-TA (Directed Reading-Thinking Activity) (3) the implementation of Selective Underlining and Note Taking , 4) the implementation of K-W-L (Know-Want-Learned), 5) the implementation of Graphic Organizers, and 6) the implementation of Tableau.

The reading materials are taken from internet, English book, and many other resources based on the agreement between the researcher and the teacher. As discussed with the teacher, this research will be held in Class XI IPA 1. It is expected

that the efforts will improve the effectiveness of reading comprehension learning and finally students' reading comprehension ability will be improved.

D. Formulation of the Problem

In reference to the background, identification, and delimitation of the problem above the researcher formulates the problems as follows:

How to improve reading comprehension learning at Grade XI of SMA N 2 Banguntapan in the academic year of 2011/2012 through the implementation of reading comprehension strategies?

E. Objective of the Study

With regard to the formulation of the problem above, the objective of this study is to describe the efforts in improving reading comprehension learning at Grade XI of SMA N 2 Banguntapan in the academic year of 2011/2012 through the implementation of reading strategies.

The improvement of reading comprehension learning is indicated through the process and product. Based on the process point of view, the improvement of reading comprehension learning is indicated by the students' motivation and involvement in joining the learning process. Based on the product point of view, the improvement of reading comprehension learning is indicated through the students' achievement on reading comprehension test.

F. Significance of the Study

There are two significance of the research. They are theoretical and practical significance. Theoretically, the findings of the study may verify the validity of the theory saying that the use of multiple reading comprehension strategies is effective in improving reading comprehension learning. Therefore, it is expected that the findings of this study may contribute to further understanding of this area of discussion.

Practically, the finding of the research may give benefits to the teacher and the students. For the English teacher, it is hoped that the research could be an input about the strategy on how to engage English reading activities to improve students' reading ability. It is expected that the teacher will be enthusiastic in trying to implement the strategies of teaching reading. For the students, it is hoped that the reading activities in this research can be a new experience that will improve their reading ability. It is expected that the students will be highly motivate in learning to read so that they will be a good reader. For the headmaster, it is hoped this research can give motivation to keep improving the quality of school's teaching and learning processes.

For other researchers, it is hoped that the results of the research will enlarge the understanding about the implementation of reading strategies for English language teaching. It is expected that this research can inspire them to conduct research studies on the similar theme.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a review of theories concerning the research variables, the relevant research studies, and the conceptual framework. This is presented in five headings. They are the reading comprehension, the reading comprehension learning, the reading comprehension strategies, the relevant research studies, and the conceptual framework.

A. Literature Review

1. Reading Comprehension

This subchapter discusses some relevant theories about reading comprehension. They are the processes of how reading comprehension occurs, the elements involved in reading comprehension, and the theories about reading comprehension ability.

a. Reading Comprehension Process

Reading comprehension process must be occurred in reading process. Fisher et.al. (2011: 258) argue that “reading is comprehending”. They further say that recognizing words, reading texts fluently or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading.

Sadoski (2007: 67) describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts’

meaning, the texts will remain meaningless. The meaning of the texts is not something which is instantly offered. It requires the readers to do reading comprehension process. To get at reading comprehension, the readers have to do interaction and engagement with the texts (RAND, 2002: 11).

Reading comprehension is achieved when the readers understand what the writer was trying to say (Byrnes, 2008: 201). When there is a meeting in minds between the writer and the readers, comprehension is occurred. The readers meet the message conveyed by the text, converse the text with their knowledge, process it in minds and finally grasp what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process.

Davies (2002: 90-91) simply proposes a model of reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the text they going to read. Then, the readers identify the vocabulary, grammar, and generic structure of the texts. Besides, the readers should activate their background knowledge about the topic of the text. Based on the points previously built, then the readers establish guess of what will come next. The process is described as follows.

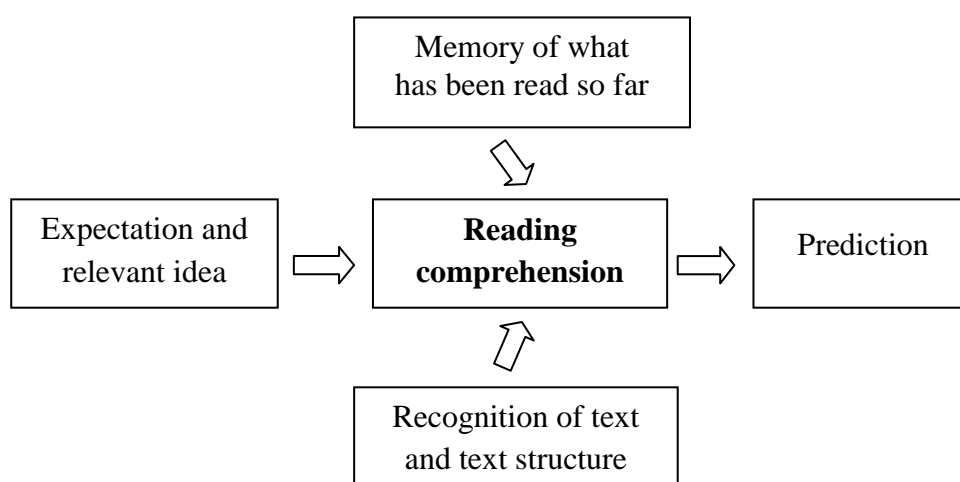


Figure 2.1. **A model of reading comprehension**

Furthermore, Vaughn & Thompson (2004) characterize processes that must be occurred in reading comprehension. Here, the readers have to establish reading purpose and utilize their previous knowledge and experience which are connected with the text. The readers should also apply strategies which are appropriate for the text and the reading purpose. Moreover, the readers have to make sure that they can follow the flow of the texts, understand the writer's point of view, recognize the facts and the opinions, and obtain the meaning of the texts. In the reading comprehension process, the readers also required to set up their own arguments and thoughts to respond to the texts (Snow, 2004).

With regards to the description above, it can be concluded that reading comprehension is the core of reading which is intended to get the meaning of the texts. Reading comprehension does not occur in vacuum. It requires active interaction between the readers and the texts. Initially, the readers have to establish their reading purpose. Then, they bring their knowledge connecting with the topic of the texts, the vocabularies, the grammar, and the text structure. The

readers should also apply some strategies to deal with the texts. Finally, they are required to establish their own argument to respond the text they have read and to make prediction about the texts.

b. Elements Involved in Reading Comprehension

Reading comprehension entails three elements. Those are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part (RAND, 2002: 11).

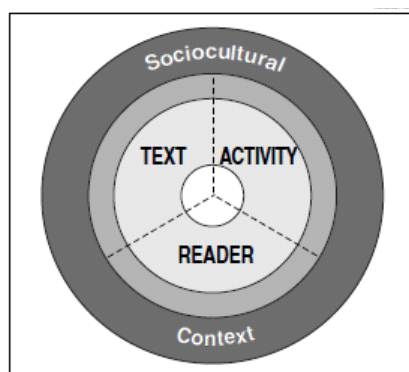


Figure 2.2 **Framework of Reading Comprehension**

The first element is the readers. To comprehend, the readers must have a wide range of capacities and capabilities. These include cognitive capacities, motivation, and various types of knowledge. The capacities, abilities, knowledge, and experiences of the readers decide how reading acts happened (RAND, 2002: 11). The same text will be understood differently depends on the characteristics of the readers. The attributes of the readers determine how texts are comprehended. The meaning of the texts is constructed of what the readers bring to the act of reading comprehension and what the writer bring to the texts.

The second element is the text. The features of the text have a large effect on comprehension (RAND, 2002: 14). The text difficulty and text type determine the kind of activity and approach conducted during reading comprehension process. Consequently, the teacher should bring sufficient text which is not frustrating. Allington (2006) states that the preference of the text should be adjusted to the students' capacities, abilities, knowledge, and experiences. Using text that are too difficult for the poor readers and using text that are too easy for the advance readers will have no benefit for them. The preference of the text has serious implication on reading comprehension.

The third element is the activity. Reading comprehension activity is a sort of process which is done to obtain the meaning of the text (RAND, 2000: 15). The text may provide some clues or signposts, but the meaning of the text does not automatically rise up from the page. The reading comprehension activity decodes the clues and the signposts of the text so the readers reach at the meaning of the text (Nunan, 1999).

c. Reading Comprehension Ability

Brown (2001: 307) describes the micro-skills of reading comprehension. Good readers should be able to recognize the words patterns, cohesive device, the communicative functions of written text, and the implicit meaning of the text. Further, good readers have to be able in implementing reading strategy such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

In addition, according to the Bloom' taxonomy based on Anderson and Krathwohl revision as quoted by Moseley et.al. (2005: 106) there are six levels of cognition which can be applied to classify the reading comprehension ability level. Table 1 describes each of the cognitive level of reading comprehension ability proposed by Bloom based on Anderson and Krathwohl revision.

Table 2.1. Revised Bloom's Taxonomy of the Cognitive Levels

Category Name	Expected Cognitive Levels	Key Concepts
1. Remembering	Recalling or recognizing information, ideas, and principles in the approximate form	Memory, knowledge, repetition, description
2. Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3. Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application, and convergence
4. Analyzing	Differentiating, organizing, and attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	Logic, induction, and deduction, formal reasoning
5. Evaluating	Checking and critiquing on a basis of specific standards and criteria	Judgment, selection
6. Creating	Generating, planning, and producing ideas into a product, plan or proposal	Divergence, productive thinking, an novelty

2. Reading Comprehension Learning

This subchapter discusses some relevant theories about reading comprehension learning. They are scopes of reading comprehension learning, reading motivation in reading comprehension learning, and reading engagement in reading comprehension learning.

a. Scopes of Reading Comprehension Learning

Brown, Caverly & Orlando, Jenkis, Nist (Caverly, 1997: 3) propose a tetrahedral model to rationalize the process of learning. Tetrahedral model consists of four elements which interact to form the learning process. Those factors are self, material, task, and strategy factor. This tetrahedral model also represents the process of reading comprehension learning. Here is the figure of tetrahedral model.

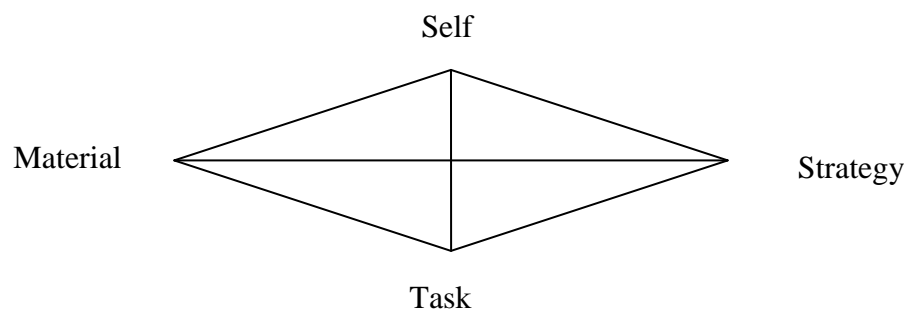


Figure 3. **Tetrahedral Model of Learning** (Caverly, 1997: 3)

By the figure above, we mean that teaching and learning process of reading comprehension could not be separated from the interaction of four components, those are: self, material, task, and strategy.

1) Self Vertex

Caverly (1997: 3) explains that the self vertex is constructed from many aspects such as background knowledge, attitude, interest, and motivation in understanding any piece of text.

The first aspect of the self vertex is background knowledge. RAND (2000) states that reading comprehension is determined by readers' background knowledge about the subject discussed. Besides having sufficient knowledge about various topics readers should also have linguistic and discourse knowledge to be invested in reading comprehension process (Caskey, 2008). Readers' knowledge about the generic structure of the text catalyzes reading comprehension. Furthermore, to accomplish reading comprehension, readers are required to have sufficient vocabulary knowledge related to the text (Tankersley, 2003).

The second aspect is attitude. Students are considered as having positive attitude in learning when they perform active reaction towards stimulus and messages, aware in taking task and exploring the answer to accomplish the task, perceive that learning is valuable and badly needed, know how to manage their learning and applying learning strategies, and have intended learning goals (Bloom in Huddleston & Unwin, 2007). Attitude refers to readers' perceptions of their competence and their projection of their future performance. Students who have positive attitude towards reading would elevate their confidence in their own ability as a reader (Sadoski, 2004).

The third aspect is interest. Interest in reading is desire or love of reading or learning more about fascinated topic (Fink, 2008: 27). Students' reading

interest is shown when they feel pleased, satisfied, and challenged by the topics or materials they read (Elliot, 2003: 348). It is also shown when students seem to pay attention to the details of the text such as the main ideas, what the text is about, how ideas in the text relate to each other, connections of the text, general sense and value of the text, and subject of the text (Alderson, 2000: 52). Interest is crucial point in reading comprehension learning. Students who have high interest on reading will read the text deeply and stay connected with learning activities. If there is no interest, the run of reading comprehension learning will be ineffective (Williams in Day & Bamford, 2002).

The fourth aspect is motivation. Motivation is simply defined as a strong desire to take part in an action (Schunk, et.al., 2010). If learners do not have strong desire to get involved in reading comprehension learning, learning success will be nonsense. In the context of reading comprehension learning, motivation is essential. When students are motivated in reading comprehension learning, they are more likely to engage in reading tasks and construct meaning from text (Caskey, 2008).

2) Material Vertex

Caverly (1997) states that the choice of the text contributes to the readers' understanding. The features of the texts determine the design of reading comprehension learning. It is because different texts need different strategies and learning activities.

Since the significant contribution of the text features, it is necessary to choose the proper reading texts. Nuttall in Brown (2000) offers three criteria for

choosing the reading texts. Firstly, it should be interesting, challenging, and meets the goal of English learning process. Secondly, it should be exploitable to be used in tasks of any language skills. Thirdly, it should be adjusted with the learners reading ability. The text should be challenging but not frustrating.

In the role of sources in reading comprehension learning, texts occupy the crucial position. The preference of texts will affect the activity and the strategy used in reading comprehension learning. The combination of appropriate texts, activity, and strategy used will promote effective reading comprehension learning.

3) Strategy Vertex

Reading comprehension strategies are planned phases which readers should do to get the meaning of the text (Harris & Hodges in Caskey, 2008). The phases are pre planned before and taught directly using well planed instruction and sustainable tasks. Reading comprehension strategies should be suited with contexts, explicitly taught, being adjusted constantly over new texts and tasks, and implemented over a long period (Janzen in Richards & Renandya, 2002).

Tankersley (2003) articulates that one of the crucial factors influencing reading comprehension is that the readers are able to exercise metacognitive control over the content being read. This means that the readers are able to monitor and reflect on their own level of understanding while reading the material. This implies that readers should have ability in managing their reading comprehension process. In order to manage their reading comprehension process,

readers need tools to work with. Those tools are reading comprehension strategies (Boardman, Klinger, and Vaughn, 2007).

It is summed that reading comprehension strategies consisting designed phases which are conducted under the teacher's instruction. Reading comprehension strategies are fruitful to help readers reach understanding about the texts' meaning.

4) Task Vertex

Nunan (1989) proposes a framework of communicative tasks in teaching and learning process. It includes goals, input, activities, setting, learner role, and teacher role.

Goals are the general intentions behind any given learning task. Goals connect the task with the curriculum (Nunan, 1989: 48). It means that the task goals are derived from the curriculum based on the standards appropriate for the grade level. With regard to the theories, it means that the goals in reading comprehension learning should be relevant with the curriculum used in the school. For the eleventh grade students of senior high school, the goals are derived from the Achievement Indicators of Basic Competences in School-Based Curriculum for eleventh grade students of senior high school.

Input refers to the data that form the point of departure for the task. Input for communicative tasks can be derived from a wide range of sources (Nunan, 1989: 53). It could be in the form of authentic and non-authentic materials. As stated in the previous discussion, the input for reading task is texts. The

preference of texts influences the strategy used to deal with the text, the students' interest, the students' motivation and engagement.

Activities specify what learners will actually do with the input which forms the point of departure for the learning task (Nunan, 1989: 59). Many experts explain types of activity based on various points of view. In the scope of reading comprehension learning, activities are what the students do to understand the meaning of the text (RAND Reading Study Group, 2002).

Settings refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the tasks involve the whole class, small groups, pair work, or individual (Nunan, 1989: 91). In constructing task, teacher may vary the setting. Teacher has to allocate the time properly so that the occurrences of the whole class, small groups, pair work, or individual setting are proportional and goal oriented (Brown, 2000).

Learner roles refer to the learners' portion in which they have to take part in accomplishing learning tasks (Nunan, 1989). Based on Nunan's theory, it implies that learners' roles are closely related with learners' engagement. In the context of reading comprehension learning, students take significant role.

Teacher roles refer to the part that teacher is expected to play in carrying out learning tasks (Nunan, 1989: 79). Brown (2000) classifies five characteristics that teacher could play in learning. He explains that teacher could act as controller, as director, as manager, as facilitator, and as resource. Teacher is expected to be able to recognize the most suitable time and condition in which he or she has to act as controller, as director, as facilitator, or as resource.

b. Reading Motivation in Reading Comprehension Learning

This subchapter discusses some relevant theories which are related to reading motivation. Four essential points are presented; the definitions of reading motivation, the dimensions of reading motivation, the role of reading motivation towards reading comprehension learning, and the way to foster reading motivation.

1) Definitions of Reading Motivation

Kamil (2003: 7) simply states reading motivation as the underlying factor that disposes one to read or not. According to Kamil's definition of reading motivation, it means that there are two possibilities that may occur. The first possibility is that someone may be disposed to read and the second one does not. Motivated readers are they who have willing to read while unmotivated readers are they who do not have eagerness to possess reading. Reading motivation is not the same things as interest, attitude, or beliefs (Guthrie and Wigfield, 2000). Since one could have an interest in reading, but nevertheless choose not to read.

Focusing on the study of motivation in reading, Guthrie & Wigfield (1999: 199) conceptualize that reading motivation is the individual's goals and beliefs regarding reading. It is the motivational drive to read which answers the question "why do we read?" Readers' willingness to read is ignited by various goals. Reading goal that readers establish is the representation of their reading motivation. Indeed, the way how readers perceive reading shows their reading motivation. Reading goals and the way how readers value reading represent their reading motivation.

Furthermore, in the later study, Guthrie & Wigfield (2000: 404) state that motivation in reading can be defined as the cluster of personal goals, values, and beliefs with regard to the topics, processes, and outcome that an individual possesses. By the definition stated, it implies that reading motivation is subjective. What builds reading motivation is varied among students since they personally construct their reading goals, values, and beliefs in reading. Students' reading goals, values, and beliefs regarding reading come together and shape students' reading motivation.

Nevertheless, the state of motivated and unmotivated in the scope of learning is temporary (Jensen, 1998: 64). Motivation is not stable, rather it changes dramatically over time and may even change base on the different contexts in which students find themselves (Turner & Patrick, 2008). This implies that motivation could be manipulated, raised or lessens with regards to the factors affecting it. So does reading motivation. Students' reading motivation could be directed to be better or worse. The kinds of experiences that children have in classrooms strongly influence their motivation for reading. Some experiences and educational practices can enhance students' motivation, and others may undermine it (Stipek, 1996; Turner, 1995 as cited by Wigfield et.al., 2004: 301).

Put succinctly, reading motivation is what drives readers' behavior towards reading. It is shaped by readers' goals, beliefs, and values regarding reading. Reading motivation is not static. The topic the readers read, the processes the readers do, and the outcomes the readers seize from reading will affect their reading motivation. Indeed, in the classroom context, reading activities,

experiences, and educational practices that students encounter absolutely shape their reading motivation.

2) Dimensions of Reading Motivation

Wigfield and Guthrie (1997) conceptualized 11 different dimensions of reading motivation. Those are and Wigfield (1997) created a theoretical taxonomy consisting of three categories as follows.

Table 2. Dimensions of Reading Motivation

Competence and Reading Efficacy	(1) self efficacy (2) challenge (3) work avoidance
Achievement Values and Goals <i>Intrinsic motivation</i> <i>Extrinsic motivation</i>	(4) curiosity (5) involvement (6) importance (7) competition (8) recognition (9) grades
Social Aspects of Reading	(10) social interaction (11) compliance

(a) Self-efficacy

Self-efficacy for reading has been operationalized as students' perceptions of competence in reading, which refer to beliefs regarding ability and skill in reading tasks (Chapman & Tunmer, 1995 in Guthrie et.al, 2000:235).

(b) Challenge

Wigfield&Guthrie (1997: 422) explain that reading challenge refers to the satisfaction of mastering or assimilating complex ideas in text.

(c) Work-avoidance

Work avoidance is the desire to avoid reading activities. When students lack a sense of efficacy, they likely wish to avoid challenging reading activities (Baker & Wigfield, 2000: 2).

(d) Curiosity

Curiosity is an internal factor that guides students to want to know more about a given topic, to fulfill an innate desire to learn about and understand their world (Guthrie, 1999; Guthrie & Wigfield, 2000).

(e) Involvement

Involvement is students' sense of immersion or absorption during reading and the investment of many hours reading books and materials (Reed & Schallert in Guthrie et.al., 2007: 285).

(f) Importance

Reading involvement is the enjoyment of experiencing different kinds of literary or informal texts. Importance of reading is the individual's valuing of different tasks or activities (Tercanlioglu, 2001: 4).

(g) Recognition

Recognition, the pleasure in receiving a tangible form of recognition for success in reading Baker & Wigfield (2000: 3).

(h) Competition

Reading Competition is concerned with an individual's attempt to outperform others in reading (Mori, 2002: 94).

(i) Grades

Reading for grades, the desire to be favorably evaluated by the teacher. Reading for Grades is associated mainly with the teacher's evaluation of learners' reading performance (Baker & Wigfield, 2000: 2).

(j) Social interaction

Social interaction is the process of constructing and sharing the meanings gained from reading with friends and family (Baker & Wigfield, 2000: 3).

(k) Compliance

Compliance is reading to meet the expectations of others (Baker & Wigfield, 2000: 3).

3) The Role of Reading Motivation towards Reading Comprehension Learning

Researchers find motivation and engagement to be interrelated and view motivation as a precursor to engagement (Meltzer & Hamann, 2004). A recent study by Pitcher and colleagues (2007) shows that readers' motivation to read warrants attention, while attention warrants engagement. In another hand, reading comprehension requires intense engagement with the text (RAND, 2002).

This implies that the present of motivation is crucial to initiate reading comprehension process. Hence, it is essential to appeal students' motivation to read the text and attract students' attention towards reading comprehension activities so that they keep engage with the text. When students are engaged, reading comprehension will be achieved.

c. Reading Engagement

1) Definitions of Reading Engagement

In general, engagement is described as energy in action; the connection between person and activity” (Russell, Ainley, & Frydenberg as cited by Ainley, 2004: 2). With regard to this definition, engagement reflects energetic power and dynamism. Motivation is the “why I do this action”, while engagement is the “I am doing the action”.

Engagement is the level of participation that a student shows in learning activities (Akey, 2006). For example, a student who is highly engaged on learning activities might be described as someone who is always take part actively in the learning activities, provides active responses towards instruction, contributes tough opinion, becomes excited by or takes pride in learning new things, and willingly discusses ideas with other students.

Engagement in reading refers to students’ actual involvement with reading, which includes the onstruction of meaning and metacognitive processes (Caskey, 2008: 174). A student who has high reading engagement might be described as someone who are internally motivated to get the meaning of the texts and applying reading comprehension strategy deliberately (Wigfield, et.al., 2008).

Accordingly, Guthrie & Wigfield in Wigfield et.al., (2008: 432) propose that engagement in reading is the joint functioning of motivational processes and cognitive strategies during reading comprehension. In this perspective, highly

engaged readers are both internally motivated and strategic, and less engaged readers show lower motivation and less use of strategies for comprehending text.

2) The Scope of Reading Engagement

Fredricks, Blumenfeld and Paris (2004) classify student engagement as behavioral, emotional, and cognitive. Students who are behaviorally engaged would not escape from the class or coming late to the class. They are excellent in learning involvement and task accomplishment. They perform positive attitudes and tough learning efforts. They do the work out of compliance or to fulfill a requirement.

Students who are emotionally engaged would feel curious and concern toward learning activity. They feel that learning is fun and satisfied. They realize that they are the essential part of learning. Emotional engagement drives the students to accomplish the task. They actively perform academic learning tasks. Emotional engagement has to do with how interest, values, and emotions influence commitment and persistence to accomplish a task.

Students who are cognitively engaged would not stop in the demanded learning goal. They would seek for the more complex tasks. They enjoy the complex tasks but they are not frustrated when they could not complete the tasks. Failure would strengthen their future efforts since they realize that skills' mastery is crucial. They enjoy academic tasks and expressing enthusiasm about learning and use high-level strategies to foster deep learning.

Guthrie et.al. (2004: 403) define engaged reader as intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. These engagement processes can be observed in students' cognitive effort, perseverance, and self-direction in reading. Various investigators assign a range of meanings to the term *engagement*.

One meaning is *time on task*, which has been used to refer to paying attention to text, concentrating on text meaning, and sustaining cognitive effort (Berliner, 1979; Dolezal et al., 2003; Stipek, 2002) as cited by. A second meaning of engagement emphasizes *affect* surrounding engagement, which is "active, goal-directed, flexible, constructive, persistent, focused interactions with the social and physical environments" (Furrer & Skinner, 2003: 149). In contrast, disaffection (the opposite of engagement) refers to individuals who are "alienated, apathetic, rebellious, frightened or burned out, and turn away from opportunities for learning" (Furrer & Skinner, 2003: 149). A third meaning of engagement is more *cognitive*, pointing to the depth of processing during learning. Cognitively engaged students think conceptually during learning activities and use strategies such as comprehension monitoring during learning (Meece, Blumenfeld, & Hoyle, 1988). A fourth meaning is more *activity* based, referring to amount and diversity of students' reading activities in and out of school (Guthrie, Schafer, & Huang, 2001; Kirsch et al., 2002).

Lutz et.al. (2006) categorize reading engagement into four dimensions; those are affective, behavioral, cognitive, and social reading engagement. Affective engagement is the physical display of emotion. Physical cues are the indicators of

this dimension such as body position, manner, body movement, face expression, and sound. Negative emotion is reflected on sighing, prolonged yawning, lying down head on desk completely or partially, walk or sit in lazy way and monotone reaction. While positive emotion is reflected on smiling, pleased facial expression, appearing interest or pride, tone suggests great excitement, make noises which suggest great interest.

Behavioral engagement belongs to active participation in academic activities as demonstrated through attention, persistence, and asking and answering questions. There are some negative signals of this engagement, such as distracted by something unrelated to task, not participating in task, teacher has to tell student to get to work, does not follow discussion, and does not actively engaged in activity.

Cognitive engagement is encompassing mental investment in learning, effortful strategy use, and deep thinking. This dimension is assessed based on the quality and relevance of the students' verbal answers and their manner in interacting with teachers, classmates, and texts. Negative cognitive engagement is reflected when students are not paying attention to the questions or instructions, not thinking about given task, and pretending involve in the given task but they do not really think. Positive cognitive engagement is reflected when raising hand, providing answers, processing information....

Social engagement, we view the exchange of interpretations of text and other ideas about reading and writing with peers in a "community of literacy" as important social behaviors of students who are engaged in reading. Negative

social engagement is reflected when students do not respond to the teacher's prompt to interact with the other students,

3) Assessing Students' Reading Engagement

Institute of Education Sciences (2011) reviewed the characteristics of 21 instruments that measures students engagement in upper elementary through high school. The instruments were categorized into some criteria based on the dimensions of engagement which are assessed (behavioral, emotional, or cognitive), focus of measurement (school and class setting), and based on the purposes and uses of the instruments. The instruments including self-reports, teacher reports, and observational measures.

One of the instruments is Reading Engagement Index (REI) which is developed by Dr. John Guthrie. It consists of eight items intended to reflect the behavioral, emotional, and cognitive dimensions of reading engagement which are rated by teacher. Each item has a scale from one to five. The following is the complete form of the instrument.

The Reading Engagement Index (REI) measured the extent to which each student was an engaged reader within the classroom, according to the teacher's perception. Consistent with our definition of engaged reading as a multidimensional construct including cognitive, motivational, and behavioral characteristics, we included multiple dimensions in a teacher rating scheme. Teachers rated each student in their classrooms on the following items in this order: (a) reads often independently (behavioral), (b) reads favorite topics and

authors (motivation–intrinsic), (c) distracts easily in self-selected reading (motivation–intrinsic reverse coded), (d) works hard in reading (cognitive–effort), (e) is a confident reader (motivation self-efficacy), (f) uses comprehension strategies well (cognitive–strategies), (g) thinks deeply about the content of texts (cognitive–conceptual orientation), and (h) enjoys discussing books with peers (motivation–social).

3. Reading Comprehension Strategies

This subchapter discusses theories which are in connection with reading comprehension strategies. Four fundamental points are presented; those are the definition of reading comprehension strategies, significance of reading comprehension strategies, characteristics of effective reading comprehension strategies, the implementation of reading comprehension strategies, and kinds of reading comprehension strategies.

a. Definitions of Reading Comprehension Strategies

A strategy can be defined as a mental plan of action designed to achieve specific purpose (Pressley in Westwood, 2001: 9). Reading comprehension strategies are plans or steps that readers use intended to tackle meaning of text (Harris & Hodges cited in Caskey, 2008). Similarly, Harris & Hodges in Caskey (2008) define reading comprehension strategies as planned phases which are done by readers in purpose of getting the meaning of the text.

Graesser (2007: 6) argues that “reading comprehension strategies are cognitive or behavioral actions that are performed under particular contextual

conditions, with the goal of improving some aspect of comprehension”. Comprehension strategy instruction consists of teachers’ direct instruction, scaffolding through teacher modeling (think aloud), guided practice, and application to text (Guthrie & Wigfield, 2000; Harris & Hodges, 1995; Walker, 2005 cited in Caskey, 2008).

With regard to the theories above it is summarized that reading comprehension strategies are planned steps under specific instructions to get the meaning of the text. This implicates that the use of reading comprehension strategies in reading comprehension learning will elevate the effectiveness of reading comprehension learning.

b. Significance of Reading Comprehension Strategies

It is recorded that many students failed to understand the meaning of the texts since they over focus on seeking the meaning of the vocabularies in the text (Tankersley, 2003). What they know is translating the vocabularies as much as possible. They do such thing because they do not know what should to do to ease them understanding texts. Unfortunately, many of them usually stop trying. This happened since students have no reference about strategies to comprehend texts (Tankersley, 2003).

Fisher et.al. (2011) identify that competent readers automatically apply a set of cognitive processes, which is called as strategies. In the same line, Pressley in Westwood (2001: 9) states that “good readers are effective users of comprehension strategies when they work with text”. Those views indicate that it

is crucial to teach reading strategies to the students especially those who experience reading difficulties (Pressley in Westwood, 2001).

Tankersley (2003) states that the teaching of various reading comprehension strategies is intended to set automaticity in students' mind in using the strategies every time they read texts. Accordingly, Caskey (2008) argues that the goal of the comprehension strategy instruction is students' independent use of strategies when reading. At last, students are hoped to self- determine the appropriate comprehension strategy and implement it autonomously to overcome problems they encountered in reading process (Caskey, 2008).

Teaching multiple strategies simultaneously may be particularly powerful (Pearson and Duke 2002, 224-231; National Reading Panel 2000; Pressley 2001 as cited by Brassell & Rasinski, 2008: 8). Reading comprehension strategies strongly ignite readers' curiosity and attract students' attention and emotion even before they read the texts (Vacca in Caskey, 2008). Reading comprehension strategies are effective to be implemented in any kind of learning condition where improvement of learning is the objective (RAND Reading Study Group, 2002). McIntyre et.al (2011) state that reading comprehension strategies can help students to get, to remember, and to share the information from texts.

Reading comprehension strategies are advantageous. They assist students to process the important point of the texts so that comprehension is easily occurs. They also help students to manage the texts' point so that it is easily accessed. Furthermore, reading comprehension strategies are applicable for texts with any level of difficulty (Larsen and Williams in Westwood, 2001). Pressley (2002:

117) finds that students who have had comprehension strategy instruction (1) are more willing to try challenging reading, (2) are more active while reading, (3) interact more effectively with peers, (4) are better able to interpret text, and (5) outperform peers on standardized tests.

c. Characteristics of Effective Reading Comprehension Strategies

Vgotsky in Bouchard (2005) proposes that teacher should consider some aspects to decide the appropriate reading comprehension strategies. Those are the social behavior of the students, the students' ability, and learning styles.

Graesser (2007) delivers some consideration in choosing the strategy that will be taught to the students.

- 1) Teacher should choose the strategy which fills the intended achievement of reading comprehension.
- 2) Teacher should ensure that the strategy is suitable for the students, by considering their knowledge and skills level.
- 3) Teacher should know what kind of background knowledge or skills that the students need to have to get maximal result from the implementation of the strategy.
- 4) Teacher should estimate the number of training session needed for the students to master the strategy.
- 5) Teacher should arrange whether the strategy will be brought explicitly with the guided instruction or freely.

- 6) Teacher should know when the strategy used, whether before, during, or after the reading process.
- 7) Teacher should match the text types with the suitable strategy, since every strategy and every text type have their own characteristics.
- 8) Teacher should decide whether the strategy will be instructed by a human or computer. Complicated strategy is best instructed by human while the simple and greatly repeated one is best instructed by a computer.

d. Implementing Reading Comprehension Strategies

Students learn best when their learning is scaffolded (Vgotsky in Bouchard, 2005: 9). McIntyre et.al (2011) states that good comprehension instruction includes demonstration, explanation, and guidance in how to read. Teacher must carefully model the strategies, provide guidance and coaching to the students, and then allow large blocks of time for students to practice what they are learning (Tankersley, 2003: 91).

Furthermore, Bouchard (2005) delivers five ranges of steps on how to teach students about specific strategies.

1) Teacher modeling

This is the initiation step for the strategy instruction. First thing first, teacher prepares the appropriate task and strategy. Then the teacher demonstrates the steps Teacher should also describe the intention of the strategy and how it is beneficial for their reading comprehension learning. Furthermore, it is important to make students understand when they can use the strategy and for what kinds of tasks. Teacher should name the strategy and use it consistently.

2) Guided practice

In this step, teacher asks the students to try using the strategy together with the teacher. Teacher doesn't need to be over guide the students. Let them try the strategy and accomplish the task, but be there for giving regular feedback. Teacher also needs to set the students to work in whole group, small group, or pair discussion so that they could share their thinking processes with other students. When it is enough for them to work with the other, students are pleased to practice the strategy independently. Teacher is still expected to give support and regular feedback for the students. The feedback from the class peers is also needed.

3) Evaluation

In this stage, teacher stimulates the students with some reflective questions such as: "Did this strategy work for you?" and "What strategies work for you?" Students are expected to answer the questions to measure their achievement in working with the strategy. They may put their self-assessment in a learning log.

4) Application of the strategy

This is the last phase of the strategy instruction. Here, teacher authorizes students to practice the strategy to the different text type, assignment, task, or real-life situation. When students succeed in tackling the more complicated task, teacher may give them praise as encouragement.

Mastropieri in Klingner et.al., (2007) argues that teaching proven strategies to struggling readers can improve learning and finally elevate their reading comprehension abilities. In order to get the effective result from the strategy implementation, teacher needs to take into account some notions.

Initially, teacher should demonstrate the steps of the strategies. Then, students try the strategies under the teacher's assistance and instruction. Teacher should give comment, advice, or praise which construct students' optimism. Students need to be encouraged to use the strategy for different text types. In addition, students' achievement should be observed continuously to evaluate the strategy implementation. The evaluation is intended to revise the strategy instruction to reach at betterment.

There are some aspects that teacher should have to promote effective teaching of reading comprehension strategies. First, teacher should model the strategy inspiringly to build students' appreciation towards the strategy. Second, teacher should be knowledgeable in giving instruction. Third, teacher should be skillful in providing information and evaluating the implementation of the strategy. Fifth, teacher should encourage students to practice the strategy. Sixth, teacher should vigorously make students learn (Borish, 2007).

We must carefully model the strategies, provide guidance and coaching to the students, and then allow large blocks of time for students to practice what they are learning (Bouchard, 2005).

There are three main stages at which guidance from the teacher is provided: before reading the text, during the reading, and after the reading (Westwood, 2001).

1) The guidance before reading

This stage consists of some aspects. Those are disseminating the purpose of the task and the steps of the strategy, prompting the existence of prior

knowledge, guessing the upcoming information, drawing questions about the text, reminding the students to look out for certain points, and discussing difficult vocabulary.

2) The guidance during reading

This stage consists of re-drawing the questions about the text, finding the relationship between ideas, evaluating the information, expressing thought about the text, examining understanding, and generating attention towards main ideas.

3) The guidance after reading

This stage consists of summarizing and retelling the text, measuring understanding, and evaluating the implementation of the strategy.

Successful reading comprehension instruction using framework includes several stages in which responsibility gradually shifts from the teacher to the students (Fisher & Frey, 2008; Lapp, Fisher, & Wolsey, 2009). The stages include establishing purpose, modeling, guided instruction, productive group work, and independent practice.

1) Establishing purpose

The teacher introduces the objective of the task and how it will be conducted. It is explained systematically by the teacher.

2) Modeling

The teacher shows the students the steps of the strategy and the benefit of applying those steps.

3) Guided instruction

The students practice the strategy as modeled in the previous step. Teacher stimulates the students to make use the strategy by giving questions, cues, or prompts. Teacher gives feedback and initiates discussion about students' experience in practicing the strategy.

4) Productive group work

When the students have master the implementation of the strategy with guided instruction, teacher need to shift the students to practice it with their peers. It is beneficial to share their understanding and complete the task in a productive group work (Fresh, Fisher, & Everlove in , 2009).

5) Independent practice

In this level, students practice the strategy independently in a new task. It doesn't mean that the teacher release the duty totally. In this phase, the teacher's duty is to check whether students get benefit from the implementation of the strategy or not and plans the next strategy instruction.

e. Types of Reading Comprehension Strategies

1) Semantic Webbing

Semantic map/webbing is used to brainstorm ideas about a topic. It helps students to trigger their prior knowledge. It is called as semantic webbing since the result of the brainstorm look likes a spider web.

2) The Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DR-TA) is another instructional approach in which the teacher guides students to make prediction about a text, ask them to examine the evidence in the text, and allows them to revise and generate new predictions as they read (Stauffer in Brassell & Rasinski, 2008: 84).

The DR-TA (Directed Reading-Thinking Activity) is beneficial in raising active engagement in reading comprehension learning. It is also beneficial in supporting students' reading comprehension. The strategy consists of three steps, those are predicting, reading, and proving. The procedure of the strategy is described as follow.

- a) Students take a look at the graphics, the title, and the opening paragraph.
- b) Students guess what they think the forthcoming text will tell about.
- c) Students read the text carefully. Teacher determines where the students should stop reading the text.
- d) Teacher asks the students whether their predictions are correct or not and ask them to show the evidences. Then, the teacher asks the students a question, such as "what will happen next". The students make new prediction, and so on.
- e) This process is repeated until the entire story is read.

3) Selective Underlining and Note Taking

Selective Underlining and Note Taking is a reading comprehension strategy to help the readers to comprehend the point of the text and to manage the information in the text.

- a) Teacher introduces Selective Underlining and Note Taking and the benefits of using those strategies.
- b) Teacher shows a transparency of a text and gives example for the students in using the strategies. First, read the paragraph thoroughly, then reread sentence by sentence and begin underlining. The underline is not used for the whole sentences, but for words and phrases which convey key ideas. For key ideas,

named it with short topic names and jot them in the margin. For main ideas, note them with numbers or other notations.

- c) Use different colored markers for main ideas and details. For example, main ideas maybe in blue while details are in red.
- d) If the main points are implicitly stated, students are asked to make their own inferences. Those are jotted in the margin.

4) KWL

KWL stands for Know, Want, Learn. Ogle introduces this strategy in 1986. KWL combines the activation of prior knowledge, the statement of reading purpose, and the reflection of learning or summarization. The students begin by thinking about what they already Know about the topic of study. Next, they think about what they Want to know, and finally, they actively resume something they have Learnt from the text.

- a) Choose a text to be worked in.
- b) Create a table as follow.

K (What I Know)	W (What I Want to Know)	L (What I Learn)

- c) The teacher leads the students to recall what they think they know about the topic discussed in the text. Students write the ideas under the K column.
- d) The teacher initiates the students to think about what they want to know from the text. Students write the ideas under the W column.
- e) Next, students are asked to reflect on what they learned in the L column.

5) Graphic Organizers

Graphic organizers are very effective in helping the students to organize the information they got from the text and the relationship between ideas. Graphic organizers manage the information clearly and logically.

- a) Teacher orients the students about graphic organizers in general; the purpose, the benefit towards comprehension and memory, etc. Explain the purpose and benefit of using graphic organizers.
- b) Teacher familiarizes a specific graphic organizer and describes the purpose of the graphic organizer.
- c) Teacher explains the step of the strategy and demonstrates it by using familiar information. Then, teacher demonstrates the strategy by using new information.
- d) Students are pleased to work in a whole group setting to manage the information in the text in a graphic organizer. The topic of text should be familiar and the text should be simple.
- e) Students are pleased to work in a small group setting with new topic. The level of difficulties should be upper than the previous task.
- f) Teacher initiates a discussion about the implementation of the graphic organizer. Teacher may ask question such as “do you enjoy working with graphic organizer?”, “what do you like from applying this strategy”, “do you find any difficulties?”, “is it help you to understand the text?”, “want you

consider to use this strategy?”, “do you want to use it by yourself in the future?”, “when will you use it?”, etc.

- g) Students are pleased to complete the task using graphic organizer independently.
- h) Teacher fosters the students to modify the graphic or construct their own version.

6) Tableau

Tableau is French word which means visual presentation. Tableau is also referred as freeze frame. Initially, it is a technique in drama in which the actors execute poses that represent meaning to audience. The static poses are sequential to represent a story. Just like in pantomime, the actors of tableau are kept silent. The difference is on the body movement. Once posed, the tableau actors are like statues in a diorama and they do not move for several seconds until the next pose.

Tableau is an alternative instructional activity that can engage students in reading by encouraging them to use their bodies as part of communicating text to an audience. Willcutt (2007) describes that by practicing tableau, students have repack their reading comprehension into poses of actions that is occurring in the text. Their tableau poses are the visual version of the text.

Students are given opportunities to engage their imaginations, perform in front of others, which intrinsically motivates students to do their best reading and show their peers their capabilities. Again, Willcutt (2007: 1) states that tableau is easily inserted into instruction because at any point during a story reading a teacher may ask students to interpret the action in the story by striking a pose, or

demonstrating their understanding of plot by creating tree tables: one of the beginnings, one of the middle, and one of the ends of the story.

Tableau is a very versatile technique because it allows students to use their bodies to demonstrate understanding of ideas as opposed to trying to verbally explain their ideas to teacher. Tableau is very engaging and creative ways for students to transform and explore the meaning of a text they have read. The process of creating tableau is a comprehension activity (Brassell and Rasinski, 2008).

In other words, tableau is an alternative option for expressing understanding which can be especially helpful for students whose oral language skills are limited. An important dimension of tableau is the coaching done by the instructor. The teacher engages the students in the story by facilitating discussion about the plot development and the characters, and their motivations.

Tableau helps student visualize and explore both the text and the sub text of a narrative, including setting, scenes, situations, characters, relationships, and meanings. Using this technique, students can also represent vocabulary and create a mental model of complex concepts and procedure.

Tableau is legitimate performing arts in which actors represent or convey meaning with their bodies. However, unlike acting in which the performers can move and talk, tableau is a still life in which the actors depict a scene using their unmoving bodies, like statues. Tableau is very engaging and creative ways for students to transform and explore the meaning of a text they have read. The

process of creating a tableau is a comprehension activity (Brassell & Rasinski, 2008: 133).

Brassell & Rasinski (2008) explain how tableau is conducted.

- 1) Students are pleased to read a text.
- 2) Have students to work in small group of three to five students.
- 3) In their group, students are asked to:
 - a) find the important events or ideas of the text
 - b) create the scenes based on the important ideas or events
 - c) explore how each actor will position himself or herself in the actual tableau
 - d) when the groups have finished the preparation, the tableau is performed.

The teacher or one of the group member acts as the narrator. Firstly, the narrator reads the title of the text. Then the narrator reads the first event or idea. Then, the narrator says “freeze” and the actors freeze in their prepared positions and places based on the first event or idea. They freeze for several seconds. Then the narrator reads the second event or idea and says “freeze” to sign the actors to have the poses. Such step is done until the text is wholly presented in the tableau.

B. Conceptual Framework

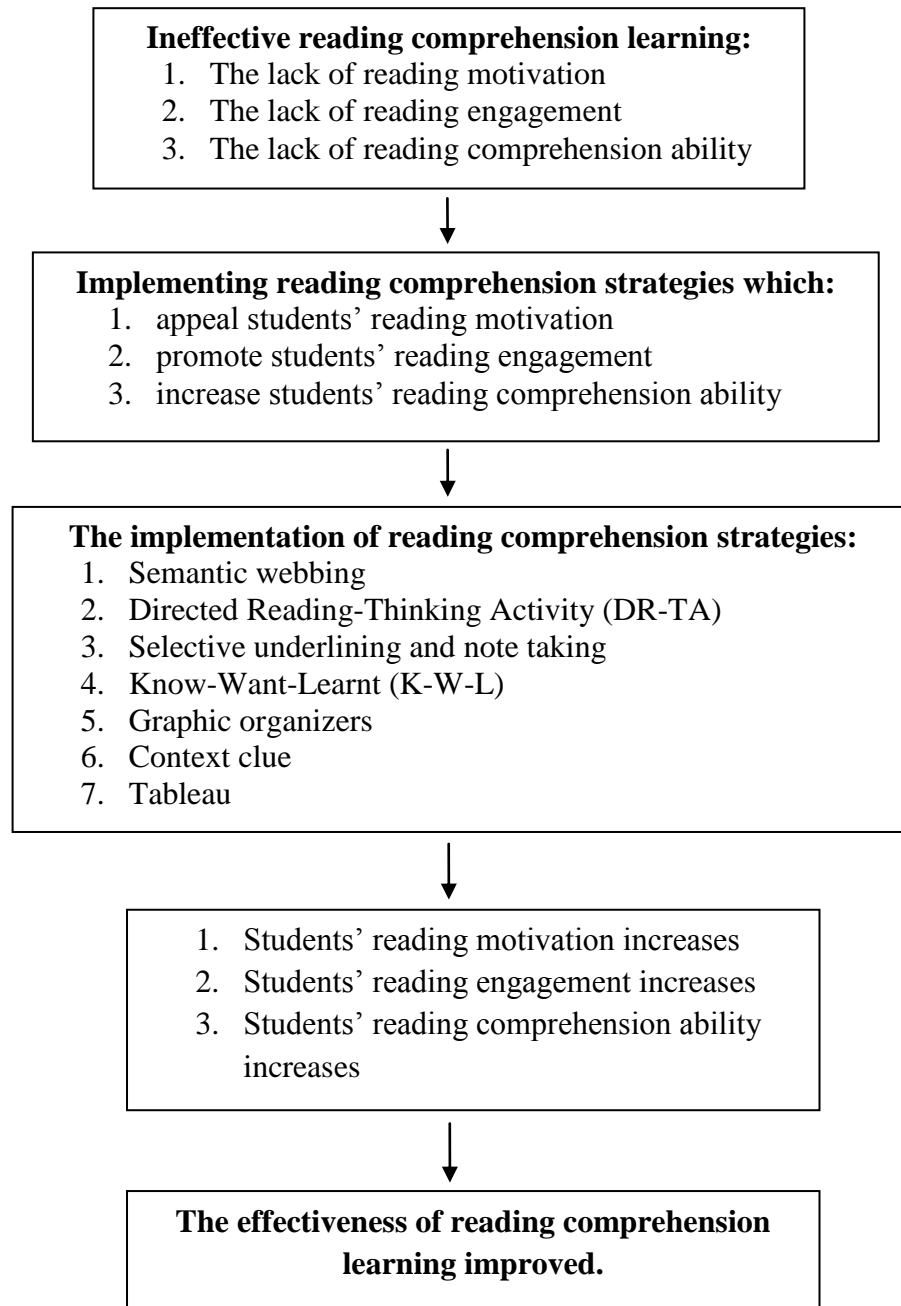
The reading comprehension learning of eleventh grade students of SMA N 2 Banguntapan is faced with some problems. The problems are the lack of reading

motivation, the lack of reading engagement, and the lack of reading comprehension ability.

Motivation in reading is crucial aspect of effective reading comprehension learning. When students are motivated in reading, they will pay attention to the meaning of the text and finally they will reach at comprehension. Reading engagement also takes important role in reading comprehension learning. When students are engaged, reading comprehension will be achieved. Hence, it is essential to appeal students' motivation to read the text and make them engage with reading activities.

One of the ways which may be able to improve the quality of reading comprehension learning is by implementing reading comprehension strategies. Teaching multiple strategies simultaneously is powerful to strongly ignite readers' curiosity and attract students' attention and emotion towards reading comprehension learning. Reading comprehension strategies can help students to get, to remember, and to share the information from texts. Furthermore, reading comprehension strategies are effective to be implemented in any kind of learning condition where improvement of learning is the objective.

Considering that the quality of reading comprehension learning is very important, efforts are needed to increase its effectiveness. This effort can be done through action research concerning the use of reading comprehension strategies. As an outcome of the study, it is expected that the effectiveness of the reading comprehension ability in Class XI IPA 1 of SMA N 2 Banguntapan can be improved. The conceptual framework of the study can be described as follows.



CHAPTER III

RESEARCH METHODS

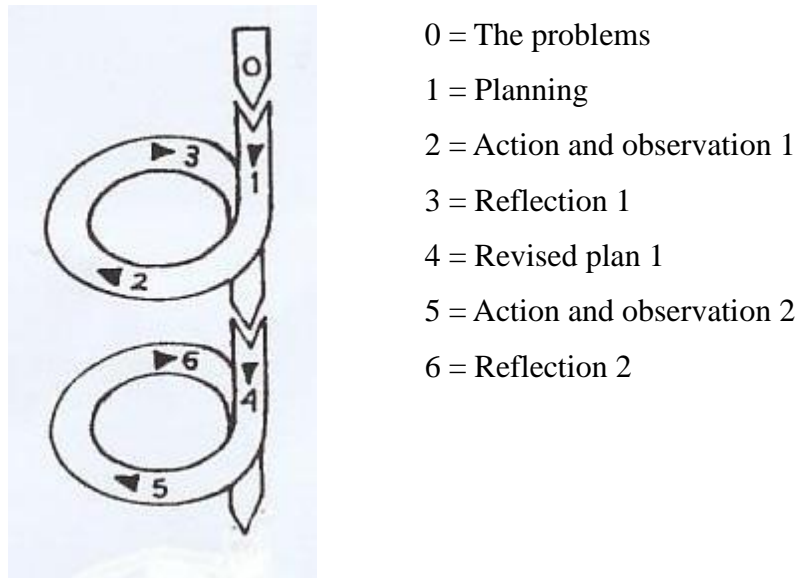
This chapter presents the description of the research method used in the study. It is presented in six headings. They are type of the research, setting and time of the research, subjects of the research, instruments of the research, technique of the data collection, technique of the data analysis, and procedure of the research.

A. Type of the Research

This research is action research since it deals with practice in natural situation (Madya, 2007: 9). This study focuses on the efforts to improve the real condition faced in the research field in the English teaching and learning process, especially on the reading comprehension learning. This research study was implemented in the form of collaborative action research. It is characterized as a systematic inquiry, that i.e. collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry (Kemmis and Taggart in Suharto, 2003: 159).

The research was conducted collaboratively within the researcher, the school principal, the English teacher, a collaborator and the students of Class XI IPA 1 of SMA N 2 Banguntapan. The collaborative research work includes identifying the input about obstacles in the reading comprehension learning, formulating the research problems, planning the solution, carrying out the actions,

and evaluating the actions implemented in the study (Burns, 1999: 30). The action research was conducted through the process below:



Picture 1: **The Action-Research Cycle**
(Kemmis & McTaggart, 1988)

B. Setting and Time of the Research

This research was carried out in Class XI IPA 1 of SMA N 2 Banguntapan. The school is located in Glondang, Wirokerten, Banguntapan, Bantul. In the academic year of 2011/2012, the students of each grade were divided into four classes. This school doesn't have language laboratory room but this school have sufficient amount of LCD that can be brought to the class.

SMA N 2 Banguntapan implements School-Based Curriculum (KTSP) as the guideline for the teaching and learning process. In terms of teacher educational background, the whole teachers of this school have bachelor degree qualifications. This school also declares its commitment as a school which concerns in

environmental issues and disaster preparedness. SMA N 2 Banguntapan is also labeled as SWALIBA (Sekolah Berwawasan Lingkungan dan Mitigasi Bencana). The slogan of this school is “Smart is crucial, morality is more”.

Class XI IPA 1 has two whiteboards, a calendar, a clock, and some data tables on the wall. The chairs and tables were arranged into four rows in which every row consisted of 4 and 5 tables and chairs. The table and the chair for the teacher are placed on the left corner in front of the classroom. The ventilation of each classroom is good. and it has windows and there are some tresses in the yard. The classroom is in a good condition for the teaching learning process.

The English teacher who teaches in this class is Ms. Panca Ratnawati, S.Pd., a graduate of English Education Department of Yogyakarta State University (UNY). Lesson books entitled ‘Inter Language XI’ and ‘Developing English Competencies XI’ were used by the teacher in the teaching-learning process and the students’ workbook or *Lembar Kerja Siswa (LKS)* entitled ‘Kreatif’ was used by the students as their worksheet.

The data collection was done twice and once a week with duration of 90 minutes in every meetings. This study was conducted in the second semester of the 2011/2012 academic year. The research was conducted from March to Juny 2012. The study was conducted based on the schedule of the English subject in SMA N 2 Banguntapan.

C. Subjects of the Research

The subjects of the research were the research team members and the students of Grade XI level IPA 1 of SMA N 2 Banguntapan in the academic year

of 2011/2012. The class had 25 students, consisting of 18 female and 7 male students. The students were sixteen up to eighteen years old.

In this research, the research team members consisted of the researcher who acted as the first observer, a collaborator who acted as the second observer, the English teacher who run the teaching process, and the school principal of SMA N 2 Banguntapan. During the classroom research, the researcher was helped by an observer who is the student teacher of English in Yogyakarta State University. The school principal played an important role in giving permission, consideration, and all kinds of supports during the research. All the research team members worked collaboratively during the classroom action research.

D. Instruments of the Research

The instruments for collecting the data were test and non-test instruments. The test instruments were questionnaire and reading comprehension test. The data were in the form questionnaire results and reading comprehension score. While the non-test instruments used for collecting the data were interview guide and observation guide. The data were in the form of interview transcripts, field notes, and checklist.

1. Questionnaire

Questionnaire was used to gain the opinions, responses, and the feedbacks from the students before and after the implementation of the treatment in this research. The questionnaire was formulated to measure students' reading motivation and reading engagement.

In developing the questionnaire, the researcher considered two variables; those are reading motivation and reading engagement. To cover the first variable, the researcher took the basis theory about the dimension of reading motivation. It includes self-efficacy, challenge, work-avoidance, curiosity, involvement, importance, recognition, competition, grades, social interaction, and compliance. The second variable is reading engagement. The researcher took the theory about the characteristics of reading engagement.

There are 35 statements in the questionnaire which are developed in the form of multiple choices questions. Based on Likert's scale, each item is followed by four options, namely: always (A), often (B), seldom (C), and never (D). The statements are answered by crossing (X) the chosen alternative.

Table 5. Specification Table for the Questionnaire

Concepts		Indicators	Question's Numbers
Students' Reading Motivation			
Self-efficacy	Feeling confident about their reading competency		22, 23, 32
Challenge	Feeling challenged in doing reading activities		14
Work avoidance	Feeling unpleased in doing reading activities		13
Curiosity	Reading new information about topics that interest them		15
Involvement	Enjoying and getting involved in reading		7, 10
Importance	Considering that being a good reader is important		6
Recognition	Feeling happy when someone recognizes their reading comprehension ability		2
Grades	Reading for improving the grades		17

Competition	Willing to work hard in reading than the other students	28
Social	Feeling pleased to discuss about what they are reading	11
Compliance	Considering that reading text is beneficial for them	4, 9
Total of the questions		15
Students' Reading Engagement		
Time on task	Paying attention to the text, concentrating on text meaning	8, 12
Affect	Active, goal-directed, flexible, constructive, persistent, focused interactions with the social and physical environments	5, 16, 18, 19, 24, 25, 26, 27, 30, 35
Cognitive	Depth processing during learning activities, strategies used	3, 20, 21, 29, 31, 33, 34
Activity	Amount and diversity of students' reading activities in and out of school	1
Total of the questions		20

The questionnaire consists of positive and negative questions. Each question will be scored based on the table of scoring. There are five kinds of answers. It can be seen in Table 5.

Table 6. The Questionnaire Score

Answer	Score	
	Positive	Negative
Always (A)	4	1
Often (B)	3	2
Seldom (C)	2	3
Never (D)	1	4

Table 7. The Distribution of Positive and Negative Questions.

Positive Questions	Negative Questions
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 34, 35	13, 18, 19, 23, 27, 31

2. Reading Comprehension Test

The reading comprehension test was given as a monitoring device which could show the progress of the students' reading comprehension ability. The test consists of three sets of test in the form of multiple choice questions. The first test was given before the treatment. The second test was given after the cycle 1 to monitor the progress of students' reading comprehension ability. The third test was given in the end of the action to measure the improvement of students' reading comprehension ability after the implemented treatments.

In this study, the reading comprehension test was developed in reference to the materials which were based on the standard competences and the basic competences of the School Based Curriculum of the eleventh grade of SMA N 2 Banguntapan in the academic year of 2011/2012. In addition, the reading comprehension test was constructed based on some specific indicators of reading comprehension. Table 8 describes the detail of the reading comprehension ability in the reading comprehension test items according to the Bloom' taxonomy.

Table 8. **The Item Distribution of the Reading Comprehension Test in reference to Cognitive Level of Bloom' Taxonomy**

No	Cognitive Level	Indicators/ Distribution of the Questions	Sum of the Questions
1.	Remembering: Eliciting factual answers, testing recall and recognition of information	Identifying specific information (1, 2, 3, 6, 7, 30, 37)	7 questions
2.	Understanding: Interpreting (explaining or summarizing), extrapolating (making prediction)	a. Finding the topic of the text (5, 16, 28) b. Understanding vocabulary in context	13 questions

		(11, 19, 23, 27, 31)	
		c. Understanding references (8, 14, 32)	
		d. Finding the genre of the text (17, 33)	
3.	Applying: Applying information read to new situations	Reading graphics, charts, or tables (38, 39, 40)	3 questions
4.	Analyzing: Breaking down into parts, relating parts to the whole	a. Finding the main point of text (10, 18, 25, 29) b. Finding the main idea of the paragraph (4, 20, 22, 36)	8 questions
5.	Evaluating: Making a judgment of good and bad, right or wrong, according to some criteria, and stating why	a. Stating the author's attitude (21, 24) b. Identifying the purpose of the writing (9, 13, 34)	5 questions
6.	Creating: Generating, planning, and producing ideas into a product, plan or proposal	a. Proposing idea/concept to solve problem (26) b. Making inferences (12, 15, 35)	4 questions
Total of the questions			40

3. Observation Guide

In this research, three observation guides were used to collect the data, those were; 1) the observation guide for monitoring students' reading engagement, 2) the observation guide for monitoring the overall classroom performance during reading comprehension learning, and 3) the observation guide for monitoring the implementation of reading comprehension strategies.

The first observation guide is used as a guideline to measure students' reading engagement. The instrument is adapted from the Reading Engagement

Index (REI) which is developed by Dr. John Guthrie (2004). It consists of eight items intended to reflect the behavioral, emotional, and cognitive dimensions of reading engagement. Each item has a scale from one to five. For the use of this research, the researcher dropped an item since the item is related with extensive reading. The following is the complete form of the instrument.

Table 9. Reading Engagement Index (REI)

Student's name :					
This student:	NOT TRUE			VERY TRUE	
1. ' Often reads independently.	1	2	3	4	5
2. Reads favorite topics.	1	2	3	4	5
3. Works hard in reading.	1	2	3	4	5
4. Is a confident reader.	1	2	3	4	5
5. Uses comprehension strategies well.	1	2	3	4	5
6. Thinks deeply about the content of texts.	1	2	3	4	5
7. Enjoys discussing texts with peers.	1	2	3	4	5

The second observation guide is used as a guideline to observe the overall classroom performance during the reading comprehension learning. In this study, two variables were observed. They were the students' reading motivation and the students' learning engagement. The specification is formulated as follows.

Table 10. Specification Table of Observation Guide

Concepts	Indicators	Statement's Numbers
Students' Reading Motivation		
Students feel pleased, satisfied, and challenged on reading activities.	a. Feeling pleased in doing reading activities. b. Feeling satisfied in doing reading activities. c. Feeling challenged in doing reading activities.	1
Students feel curious and enthusiastic on reading activities.	a. Curiosity to attend to reading activities. b. Enthusiasm to attend to reading activities.	2
Students pay attention to the details of the text.	a. Paying attention to what the text is about. b. Paying attention to the subject of the text. c. Paying attention to the general sense and text's value.	3
Total of the statements		3
Students' Learning Engagement		
Positive body language	a. Students exhibit body postures that indicate listening and attention to the teacher and/or other students. b. Eye contact, head position, leaning forward or backward, and positions of arms all indicate a student's level of interest and attention.	4
Consistent focus	Students focus on the learning activity with minimum disruptions.	5
Verbal participation	Students express thoughtful ideas and answers. They ask questions that are relevant or appropriate to learning. Student participation is not passive; it involves sharing opinions and reflecting on complex problems.	6

Students' confidence	Students exhibit confidence to initiate and complete a task with limited coaching or approval-seeking and can actively participate in team-based work.	7
Fun and excitement	Students exhibit interest and enthusiasm and use positive humor.	8
Individual attention	Students feel comfortable in seeking help and asking questions.	9
Clarity of learning	Students can describe the purpose of the lesson or unit.	10
Meaningfulness of work	Students find the work interesting, challenging, and connected to learning.	11
Rigorous thinking	Students work on complex problems, create original solutions, and reflect on the quality of their work.	12
Performance orientation	Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated.	13
Total of the statements		10

The third observation guide was about the implementation of each reading comprehension strategies. The researcher takes the theories about the consideration in choosing reading comprehension strategy and the steps on the strategy implementation. The aspects can be seen in Table 11.

Table 11. Specification Table of Observation Guide

No.	Indicators	Statements' Number
1.	The strategy fills the intended achievement of reading comprehension	10
2.	The strategy is suitable for the students' skill level	1
3.	The students have sufficient background knowledge to implement the strategy	2

4.	The number of the training session is appropriate for the students to master the strategy	3
5.	The strategy is suitable with the text type	5
6.	The teacher models the strategy clearly and inspiringly	6
7.	The teacher gives clear instruction about the steps of the strategy	4
8.	The teacher gives meaningful feedback and motivates students to apply the strategy	8
9.	The students are able to practice the strategy in different task and text type	9
10.	The students are authorized to implement the strategy independently	7

In order to support the success of the study, the researcher measured the validity of the observation guide. Since the observation guide is a non-test instrument, the researcher only measured the construct validity of the instrument. Here, the research used the expert judgments to know the validity of the observation guide (Sugiyono, 2009: 125). The researcher consulted the aspects in the observation guide to some experts before it was used. The experts said that the observation guide can be used as the instrument after eliminating some questions that were not suitable with the variables. For the Reading Engagement Index (REI), the researcher directly used this instrument since the reliability and the validity of this instrument have been measured by the author, John Guthrie (2004), and the Regional Educational Laboratory (2011).

Besides observing the aspects listed in observation guides the researcher also noted interesting and important variables that happened during the research in the form of field notes.

4. Interview Guide

The interview guide was used as the guideline for the researcher in giving questions to the students of Class XI IPA 1 and the teacher after doing the planned actions. In this study, the interview guide involved some questions related to the implementation of reading comprehension strategies in reading comprehension learning. The aspects could be seen in detail in Table 12. In order to gain valid data, the researcher measured the validity of the interview guide. The researcher measured the construct validity of the interview guide by using expert judgments. Here, the researcher consulted the items in the interview guide that were developed to some experts (Sugiyono, 2009: 125).

Here, the researcher was not only interviewed the students and the English teacher about the variables in the interview guide but also asked about important things related to the reading comprehension learning in Class XI IPA 1. When it was needed, the interviewer developed the interview questions as long as they were still on the track.

Table 12. **Specification Table of Students' Interview**

Concepts	Indicators
Students' reading motivation	Students are motivated in reading the text
The implementation of reading comprehension strategies in the reading comprehension learning	<ul style="list-style-type: none">a. The clarity of concept's transfer about reading comprehension strategies from the teacher to the studentsb. The students' interest towards the material usedc. The students' involvement during the learning process

-
- d. The students' perception about the reading comprehension strategies
 - e. The effect of the reading comprehension strategies towards students' reading comprehension
-

E. Technique of the Data Collection

1. Data Collection Technique

The data collection is conducted by using the four instruments. Those are administering the questionnaire to the students, conducting reading comprehension test, observing the reading comprehension learning, and interviewing students and teacher. The complete explanations of each technique are presented below.

a. Questionnaire

To obtain the data, the researcher made a questionnaire which was given before and after the action plan was conducted. It was used to measure the improvement of reading comprehension learning particularly students' reading motivation and students reading engagement.

b. Reading Comprehension Test

After validating the reading comprehension test, the researcher conducted the pretest to know the students' reading comprehension ability before the implementation of reading comprehension strategies. The pretest was conducted on March 24th 2012. After the pretest, the treatment of cycle 1 was implemented. It was done on 30th March up to May 19th 2012. The treatment of cycle 1 was implemented in 4 meetings and had 90 minutes of duration for each. After that, the progress test was done on April 21st 2012 to monitor students' reading

comprehension ability after the treatment in cycle 1. After the progress test, the treatment of cycle 2 was implemented. It was done from April 28th 2012 until May 19th 2012. By the end of cycle 2, the post-test was conducted. It was conducted on May 26th 2012.

c. Observation

The observation was done to monitor the students' reading engagement, the overall classroom performance during reading comprehension learning, and the implementation of reading comprehension strategies. During the observation, the researcher collected the data by watching and engaging in reading comprehension learning in the classroom when the action plan was conducted, and then the researcher recorded the activities in a field note (Blaxter *et al.*, 2001: 154). The researcher also used an observation guide to observe the event that happened. The observation was done by the researcher and a student of English Department of Yogyakarta State University (UNY) as the second observer.

In order to support the data gathering, the researcher also used sound recorders. It was intended to help the researcher catch the classroom conversation during the reading comprehension learning. Hence, the researcher didn't miss the conversation during the reading comprehension learning. Besides, the photographs were used to capture the activities during the reading comprehension learning. The photographs are used as the tools in conducting the reflection of the reading comprehension learning with the collaborator. The motion pictures were taken using video recorder. The motion pictures help the researcher to analyze students' performance which is not represented by photographs.

d. Interview

Interviews were carried out in some sections. The initial interview was to find out the real problem experienced by the students in English teaching and learning particularly about reading comprehension learning. The researcher interviewed the school principal, the English teacher, and the students of Class XI IPA 1. The researcher conducted the guided and open ended interviews in order to gain the information.

The second section of the interview was the interview conducting after the implementation of treatments. It was done in the last of every lesson. The researcher interviewed the students and the English teacher as the collaborator about the implementation of the reading comprehension strategies and the run of the reading comprehension learning.

The interview is purposed to gain the reflection of the treatment and to dig the suggestion to improve the effectiveness of the next treatment. The results of the interviews were recorded in interview transcripts. The sound recorders were used to record the interviews. Therefore, the sound recorder supported the running of data gathering in detail.

2. Validity and Reliability

a. Validity

There were five criteria of validity that could be applied to show the regularity of the data of this study. The five validity criteria were democratic

validity, dialogic validity, outcome validity, process validity, and catalytic validity (Burns, 1999: 161-162).

Democratic validity was related to stake holders' chances (researcher, teacher, and students) to give their opinions, ideas, and comments about the implication of the action research. This validity ensures that the research is done collaboratively. In this study, the researcher interviewed the students of Class XI IPA 1 and held discussion with the English teacher. During the dialogue, the researcher let them give their views, opinions, ideas, comments, and suggestions toward the actions done.

Dialogic validity refers to how each stakeholder participates in the process of the research. For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of study by giving critiques and suggestions. For this purpose, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class. The decisions made were based on the sharing opinions among the research team members.

Outcome validity is related to the result achieved by the research. The outcome validity was assessed when the researcher found that the actions led to the findings that solved the problem. For this research, the outcome is the students' changes of behavior in English learning in the classroom, particularly in the reading comprehension learning, supported by their improving scores of reading comprehension ability. The achievement of the result involved not only problem solving but also appearing new questions in the related research.

Process validity means that actions done in the research are believable. This criterion is applied to validate the data by looking at the teaching and learning process during the researcher conduct the research. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses. To gain the process validity, the observation was done not only by the researcher, but also by the collaborators, those are a student of English Department of UNY and the English teacher.

Catalytic validity is related to the response of the stakeholders towards the change occurring themselves. The researcher assessed the catalytic validity by identifying the changes occurring during and after the actions was done. For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves. For this purpose, the researcher observed the implementation of the actions, made the reflection of the actions done, and asked questions to the English teacher and the XI IPA 1 students to know the changes occurring on themselves after the researcher had applied the actions during the study. This kind of validity ensures that the participants of the research make progress and get something worth to be learnt during the research process.

b. Reliability

In order to ensure the reliability of the data, the researcher used the triangulation technique. It was aimed at gathering multiple perspectives on the situation being studied (Burns, 1999: 163). Generally, the researcher held triangulation by crosschecking the existence of certain phenomena and the authenticity of individual accounts by gathering data from a number of informants

and a number of sources, subsequently comparing and contrasting one account with another in order to produce a balanced study (Bell, 1999: 102). Here, the researcher compared the data from the questionnaire, reading comprehension test, observation, interview, and documentation in order to gain the trustworthiness of the data.

F. Technique of Data Analysis

The analysis of the data draws upon both qualitative and quantitative methods. The data obtained from the observation and the interview were analyzed qualitatively while the data from the questionnaires and reading comprehension test were analyzed quantitatively.

1. Qualitative Data Analysis

The qualitative data analysis is drawn from the following techniques.

a. Observations

The results of the observation were analyzed qualitatively. In analyzing the qualitative data from the observation, the researcher used the four steps of processing the data. Those steps were data presentation, data reduction, data classification, and data verification (Miles and Huberman, 1994: 10). The data of the classroom observations were in the forms of field notes and filled observation checklists. Those raw data of each cycle were then analyzed through categorizing them into some specific interests of the research. The results of the categorizing of each cycle were then compared to those of another cycle. Then, the researcher made the interpretations about the improvements.

b. Interviews

A number of interviews were done to get the data about the improvement of the students' learning behavior in English writing skill after the teaching and learning process. The interviews were done by the researcher and the two other collaborators after each cycle was implemented. The data of the interviews were in the forms voice recordings which were then transformed into the interview transcripts. Those interview transcripts of each cycle were then compared to those of another cycle to make the analyses about the improvements.

The data obtained from the interview with the teacher and the students and from the classroom observation was analyzed qualitatively. The qualitative data analysis consisted of three activities. They were data reduction, data display, and conclusion drawing (Miles and Huberman, 1994:10). In this study, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion was made based on the data description. The results of this analysis helped in predicting the impacts of the action.

2. Quantitative Data Analysis

The qualitative data analysis is drawn from the following techniques.

a. Questionnaire

The results of the questionnaires were analyzed quantitatively. In analyzing the questionnaire results, the researcher used descriptive analysis which

includes the central tendency statistics: *Mean*, *Median*, and *Mode* (McMillan and Schumacher, 2010: 468).

The researcher used *Mode* as the central tendency since the questionnaire results were in the form of ordinal data. The *Mode* was simply the score that occurs most frequently in a distribution (McMillan and Schumacher, 2010: 159). It was found by counting the number of times each score was received (McMillan and Schumacher, 2010: 469).

The questionnaire was given to the students twice during the research. First, it was given before the action was done to measure statistically the lack of the students' reading motivation and reading engagement. Second, it was given after the action was implemented to measure the improvement of the students' reading motivation and reading engagement.

In order to know the level of significance of the *Mode* score differences of the first and the second questionnaire, the researcher used an inferential statistics. The purpose of the inferential statistics was to determine the probability of the measurement error. The probability was influenced by the amount of error possible in measuring the variable. In this case, the variable was the students' reading motivation and reading engagement.

Moreover, because the data were not in the form of interval or ratio data, it was assumed that the population was not distributed normally. The data were in the form of ordinal data so that the researcher used a nonparametric technique since it was concerned with frequencies, percentages, and proportions. A common nonparametric procedure used was the *Chi-square* statistic.

Chi-square is a statistical procedure that is used as an inferential statistic with nominal data, such as frequency counts, and ordinal data, such as percentages and proportions (McMillan and Schumacher, 2010: 476). It is a way of answering questions about association or relationship based on frequencies of observations in categories. The researcher formed the categories and then counted the frequency of observations or occurrences in each category. To obtain the level of significance, the researcher calculated the *Chi-square* value (χ^2), used the appropriate degrees of freedom, and referred to the *Chi-square* table (McMillan and Schumacher, 2010: 312). The formula which is used to calculate the *Chi-square* statistic is as follows:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

χ^2 = the chi-square statistic

f_o = observed frequency

f_e = expected frequency

b. Reading Comprehension Test

The score of the reading comprehension test was presented using *Mean*. There were three kinds of tests: pretest, progress test, and posttest. The pretest was conducted before the action plan, the progress test was conducted in the end of Cycle 1, and the posttest was conducted in the end of Cycle 2.

Mean is one of the three statistical properties of the central tendency besides *Median* and *Modus*. *Mean* is the most stable and trusted measurement for the central tendency. *Mean* gives information about the achievement of a population (Suharto, 2002: 13). The students' improvement in reading comprehension ability can be seen from the comparison between the results of the pretest, progress test, and posttest. They were compared in each cycle to see the differences. The formula which is used to calculate the *Mean* statistic is as follows:

$$Mn = \frac{\Sigma X}{N}$$

In which:

Mn : mean

ΣX : sum of all data values

N : number of data items in population

Besides analyzing the *Mean* of the students' reading comprehension ability result, the data was also categorized into some scales. The categorization was conducted to determine the data distribution of the students reading comprehension of the pretest, progress, and posttest result. The categorization was settled by using the quantitative data conversion as provided in the table below.

Scales	Categories	Interval of Mean Values	
		Formula	Computation
5	Very good	$X > \overline{Xi} + (1.8 \times S_{xi}^-)$	$X > 4.2$
4	Good	$\overline{Xi} + (0.6 \times S_{xi}^-) < X \leq \overline{Xi} + (1.8 \times S_{xi}^-)$	$3.4 < X \leq 4.2$
3	Fair	$\overline{Xi} - (0.6 \times S_{xi}^-) < X \leq \overline{Xi} + (0.6 \times S_{xi}^-)$	$2.6 < X \leq 3.4$

2	Poor	$\overline{Xi} - (1.8 \times S_{\overline{xi}}) < X \leq \overline{Xi} - (0.6 \times S_{\overline{xi}})$	$1.8 < X \leq 2.6$
1	Very poor	$X \leq \overline{Xi} - (1.8 \times S_{\overline{xi}})$	$X \leq 1.8$

Proposed by Sudijono, 2011 : 339

G. Research Procedure

This research is action research. The purpose of the research is to find out that the use of reading comprehension strategies can improve the reading comprehension learning of the eleventh grade students of SMA N 2 Banguntapan. The researcher focuses on using authentic materials to improve students' reading interest. In order to carry out the action research, the researcher uses the following procedures, steps, and methods (Tripp cited in Suharto, 2003: 165):

1. Planning for Action

After identifying the problem, the researcher held a discussion with the English teacher to design some actions that were appropriate to be implemented in the field. In this step, the researcher and the other research team members worked together in planning the actions that would be conducted to solve the specific problem found in the reconnaissance step. The actions planned to be carried out by implementing sorts of reading comprehension strategies as follows:

- a. Semantic Webbing
- b. Directed Reading-Thinking Activity (DR-TA)
- c. Selective Underlining and Note-Taking
- d. Know-Want-Learned (K-W-L)
- e. Graphic Organizers
- f. Tableau.

In addition, the researcher also used some media such as pictures, video, real objects and many kinds of media to support the actions. The researcher also tried to create an enjoyable atmosphere for learning in order to build a good relationship with the students and to make them feel comfortable in learning using reading comprehension strategies.

2. Action and Observation

The researcher then implemented the plans that had been arranged, in this case implementing reading comprehension strategies, in the usual teaching technique for four meetings. In this step, the researcher implemented the actions and observed what happened in the classroom. In the action, the teacher implemented the action while the researcher and an observer observe the learning process and the students' reactions during the activities. The researcher and the observer used a checklist to observe and evaluate the events in the classrooms related to the reading comprehension learning. During the action, the researcher and the observer also took notes, recorded the voice of learning process, took photographs and took video to capture the learning process.

Furthermore, the researcher also interviewed the research members to gain the opinions, responses, and feedbacks for the purpose of action plan revision. Besides, the researcher used the questionnaire to measure whether or not the reading comprehension strategies were effective to improve reading comprehension learning. To know the improvement of students' reading comprehension ability, the researcher used reading comprehension test.

Based on the observation, interview, questionnaire result, and reading comprehension test result, all research members discussed the implementation and its changes. The results of the discussion served as evaluation for the implementation of the action planned to improve the actions to follow.

3. Reflection

In this step, the researcher made an evaluation of the implementation of the actions. Based on the interview and observation, the teacher and the researcher discussed the results of the actions. The discussion results served as an evaluation. The evaluation was useful to show the effectiveness of the action conducted in the reading comprehension learning process. The reflection was done by all research members every time after each cycle of the actions. It was to find out whether the actions were successful or not. The research cycle was stopped when the problems of the unsuccessful actions were solved.

CHAPTER IV

THE RESEARCH FINDING AND INTERPRETATION

It has been mentioned in the previous chapter that this study is classroom action research. The objective of this study is to improve the quality of reading comprehension learning of grade eleventh students in SMA N 2 Banguntapan. To improve the process of reading comprehension learning, the researcher focused on the implementation of multiple reading comprehension strategies.

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, the interpretation of the finding, and the implication of the finding. Each cycle in this research consists of planning, actions, observation, and reflection. To support the qualitative data, the quantitative data obtained during the research are also presented. The detailed elaborations are presented as follows.

A. Condition before the Action

To get the condition of the reading comprehension learning before action and the problem followed, the preliminary study was conducted. The researcher interviewed the school principal and the English teacher, conducted surveys for the students, and classroom observations. The interviews were conducted to gain information about reading comprehension learning based on the stakeholders' views. To gain the students' opinions about the problems they encountered in the

reading comprehension learning and their expectations towards it, the researcher conducted survey to the students.

In conducting the surveys for the students, the researcher gave them a sheet of paper containing questions about the problem they encountered in the reading comprehension learning and what their expectations towards it were. From this survey, some information was gathered as follows.

Table 4.1. Sample of Student Survey about Problems in Reading Comprehension Learning

Question: Do you find any difficulty in reading comprehension learning? If so, describe your problem.	
S1	Saya kesulitan membedakan jenis teks Bahasa Inggris. <i>(I have difficulties in differentiating English texts types.)</i>
S11	Jika teks bacaan panjang sulit untuk menyimpulkan isi teks. <i>(It is difficult to get the point of the text if it is too long.)</i>
S13	Saya merasa kesulitan dalam memahami teks bacaan bahasa Inggris saat saya merasa tidak tertarik dalam membaca teks tersebut, tapi itu harus dibaca untuk menjawab soal-soalnya. <i>(It is hard for me to comprehend an English text if I am not interested in, but I have to read it in order to answer the questions.)</i>
S23	Kadang-kadang dalam memahami teks salah pengertian. <i>(I often missinterpret the texts.)</i>
S24	Dalam memahaminya saya masih sangat lambat hingga setiap mengerjakan soal saya masih sering kekurangan waktu. <i>(I am a slow reader. I could not get the meaning of the text in a little time. I need to have more time in doing the task.)</i>

The above survey shows some facts regarding the problems experienced by the students in reading comprehension learning. The opinions above were the representation of the whole problems that the students experienced. One of the problems was the difficulties in differentiating text types. They did not master the generic structures of the texts. It made them hard to comprehend the texts.

Some other students said that it was difficult to get the main points of the texts. This problem got worse when the texts were too long. Some students stated that they found it was hard to comprehend English texts when they were not interested in. They were not motivated to read the texts but they have to read them in order to answer the questions. Another problem was misinterpretation of the text's meaning. They realized that they were slow readers. They were not able to understand the meaning of the texts in a little time. As the result, they could not accomplish the task as the time was up.

Furthermore, to get the picture of reading comprehension learning in the class and find the problem encountered within it, the researcher conducted observations. The observations were conducted during the reading comprehension learning. After conducting the observations, the researcher and the teacher as the research collaborator had discussions. They discussed the problems found in the learning process and analyzed the core of the problems. From the classroom observation, it was found that the students' motivation toward reading was still low. They also performed low reading engagement. It can be seen in the following field notes.

... The teacher gave the material about narrative text. She asked the students to open LKS and pointed a student, Rifqi, to read the explanation in the LKS and asked the others to listen. After explaining, the teacher asked the students to do the exercises and the answers would be discussed together. The teacher gave the time for about 10 minutes to them to do the exercises. They looked unenthusiastic; there were some students chatting, looked sleepy and leaning their chins and heads on. Only some students did the exercises seriously. After 10 minutes, there were many students had not finished the exercises. Some of them just looked at the other students' works and wrote them on their worksheet. Finally, the teacher decided to discuss the exercises together. In the discussion, there were only few students who actively participated, the others

were chatting with their partners or just kept silent because they were sleepy. The teacher finally pointed them to answer the questions in the worksheet. There were some students who could not answer because they were not interested in doing the task and they did not pay attention to teacher's instruction. Finally the bell rang, the class ended and the teacher closed the class then went out of the class.

(field notes 5, March 10th, 2012)

The field note shows that most of the students were not enthusiastic to learn. They did the task reluctantly. Only few students could finish the task given. Most of them did not participate actively in the discussion. In addition, some of them did not do the given task well. They made some mistakes because they did not listen to the teacher's explanation and instruction.

From the stated instruments, it was found that students' reading comprehension ability did not meet the expectation. The students were not able to get the meaning of English texts well. It was also found that the students were experienced low reading motivation and reading engagement. Those problems hindered the effectiveness of reading comprehension learning. The following is the discussion of each problem encountered by the students during the reading comprehension learning before the implementation of actions.

1. Reading Comprehension Ability

The first problem hindered the effectiveness of the reading comprehension ability was low reading comprehension ability. Students found difficulties in understanding English texts. They might be able to read English texts but they did not know the meaning of the words in the text. They might know the meanings of

the words in the texts, but they were not able to get the meaning of the text. It can be seen in the following interview fragment.

KS : *“...khusus bahasa Inggris, siswa bisa membaca tapi belum tentu artinya tahu. Kemudian setelah tahu arti, belum tentu bisa mengetahui maksud dari teks atau bacaan itu.”*
 (“...especially for English, students are able to read the text but do not know the meanings of the words. They may also know the words but **do not understand the meaning of the text.**”)

Interview 1, March 9th, 2012
KS: the school principal

The interview fragment above shows that the students did not know the meaning of the text they read. In other words, it is concluded that they experienced low reading comprehension ability. This condition contributed to the ineffectiveness of reading comprehension learning.

The low reading comprehension ability was also indicated from the students' scores of reading comprehension test. The students' reading achievement had not met the expectation. The Minimum Mastery Criteria (KKM) which is established at the school is 7.5. Based on this criterion, there were many students who were not able to reach this score as stated in the following interview fragment.

R : *“Kalau untuk hasil belajar siswa cukup memuaskan nggak bu? Kalau dengan KKM 7.5 berapa persen yang dapat mencapai itu, Bu?”*
 (“**Have the students' reading achievement met the expectation?** How many percent are the students who reach 7.5 as Minimum Mastery Criteria (KKM)?”)

G : *“Belum mbak.Yaa..., kalau untuk anak yang bagus ya nilainya bisa jauh di atas KKM. Kadang rentangnya gini mbak, KKM 7.5 itu ada yang sampai nilainya 9 tapi yang 1 pun ada.”*

(“**Not yet.** Some students could get the higher scores far from the Minimum Mastery Criteria. The score distribution is homogenous. There is a student getting 9 but there is also another student getting 1.”)

Interview 2, March 10th, 2012

R: researcher

G: the English teacher

The above interview fragment indicates that there was a gap of the achievements among the students. There were students who got high scores but there were other who got low score. The reading comprehension scores reflect students' reading comprehension ability. Reading comprehension ability is one of the aspects of reading comprehension learning. When students are not able to comprehend texts well, the run of reading comprehension learning will be hindered and vice verse. If students did not get benefits from reading comprehension learning, they will experience low reading comprehension ability. The following interview fragment shows that the reading comprehension learning conducted at this school was not effective.

R : “*Kalau dari amatan Bapak, apakah siswa itu masih mengalami kesulitan Pak dalam kegiatan pembelajaran membaca?*”

(Based on your observation, do students still experience difficulties in reading comprehension learning?)

KS : “*Ya kalau kesulitan secara khusus per siswa saya kan tidak mengerti tetapi dilihat dari hasil evaluasi itu rata-rata dari guru menyampaikan siswa ada kesulitan dalam membaca dan memahami teks.*”

(“I couldn't observe the difficulties that happened to each student. But from the test result, **most of the teachers tell me that the students experienced difficulties in reading and understanding texts.**”)

Interview 1, March 9th, 2012

KS: the school principal

From the interview fragment above it is concluded that low reading comprehension ability is one of the crucial problems encountered in the reading comprehension learning. Besides the low reading comprehension ability, it was found that the other problem happened in the reading comprehension learning was the students' low reading motivation. It is indicated in the following interview fragments.

- KS : “...kelemahan anak sekarang itu adalah malas membaca. Mungkin kalau untuk faktor-faktornya kenapa anak malas membaca ya mungkin itu secara umum kalau anak-anak sekarang itu senengnya itu seneng bermain HP.”
 (...**students were not motivated to read**, this is their weakness. The factor that may lead this condition is the overuse of mobile phones.”

Interview 1, March 9th, 2012
KS: the school principal

- R : “Kalau menurut Ibu, kesulitan siswa dalam pembelajaran membaca apa bu?”
 (“In your opinion, what is the problem encountered by the students in reading comprehension learning?”)
 G : “Mereka nggak tahu apa yang mereka baca.”
 (“**They do not know what they read.**”)
 R : “Tidak tahu apa yang mereka baca?”
 (“They do not know what they read, do they?”)
 G : “Dan tidak pengen tahu.”
 (“**And they do not want to.**”)

Interview 2, March 10th, 2012
R: researcher
G: the English teacher

The above interview fragments indicate that the students were not motivated to read texts. They did not consider that reading is important. They were not eager to take benefits from the texts they read. One of the factors was the

overuse of mobile phones. It implies that the students were more interested in digital media rather than written texts. Considering this condition, the school principal suggested that the reading comprehension learning should take the benefit from the use of digital media.

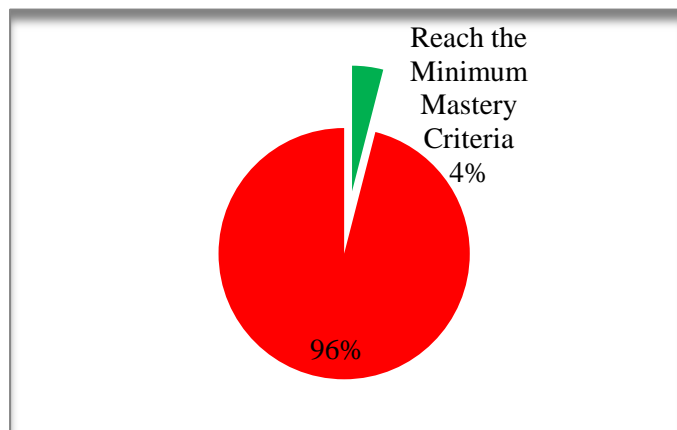
Furthermore, in order to get the exact data of the students' reading comprehension ability, the researcher gave reading comprehension test before the action done. The following is the result of the test in the pre-action:

Table 4.2. Students' Reading Comprehension Ability Scores in Pre-action

Mean	Reach the Minimum Mastery Criteria (KKM)	Under the Minimum Mastery Criteria (KKM)
6.3	1 students (4%)	24 students (96%)
<i>Minimum Mastery Criteria (KKM)= 7.5</i>		

The table shows that the mean of the score of students' reading comprehension ability before the action was 6.3. There were 24 (twenty-four) students who were not able to reach the Minimum Mastery Criteria (KKM). There was only 1 (one) student who was able to reach the Minimum Mastery Criteria (KKM). It means that the result does not meet the expectation as shown in the following figure.

Figure 4.1. **Percentage of the Students' Reading Comprehension Ability Score in Pre-action**



2. Reading Motivation

The second problem hindered the effectiveness of the reading comprehension learning was low reading motivation. The students were often skipped reading activities and plagiarized their friends' works. This fact often happened when the teacher gave them homework. When the teacher gave them texts for homework, they did not do it. They did the homework at school and even they did not do it by themselves. They just copied and pasted their friend's homework. It can be noticed in the below interview fragment.

- R : *"Kalau pekerjaan rumah (PR) sering Ibu berikan untuk keterampilan membaca?"*
 ("Do you usually give homework for the students?")
- G : *"Iya, tapi kadang-kadang tidak terlaksana mbak. Jangankan mereka suruh membaca mbak, yang sudah-sudah yang sering mereka lakukan itu PR mereka kerjakan di sekolah."*
 ("Yes, but sometimes it is not effective. It's because they do the homework at school.")
- R : *"Jadi pemberian PR masih belum efektif ya bu ya untuk membantu pemahaman membaca siswa?"*
 ("So, giving homework as an assignment is not effective in improving their reading ability, isn't it?")

G : *“Iya soalnya, saya sering memberi PR tapi ya itu, mereka nyontek temannya.”*

(“Yes, it is. **I often give them homework but they do not do it by themselves.** They plagiarize their friends’ homework.”)

(Interview 2, March 10th, 2012)

R: researcher

G: the English teacher

The above interview fragment implies that the students were not motivated to read. They were not confident in their competency and did not consider that reading is beneficial for them. It shows that the students have low reading motivation. They were not internally motivated to get the meaning of the texts. Indeed, they tend to avoid learning activities.

To know further about the students’ reading motivation and reading engagement, the researcher gave questionnaires before the implementation of the treatments. The results of the questionnaire are presented in the form of descriptive analysis. The researcher used the *mode* of the results of the questionnaire. The *mode* in the first questionnaire was 2. It was categorized as the low score. The researcher concluded that the students have low reading motivation and reading engagement in reading comprehension learning.

3. Reading Engagement

As stated above, the results of the questionnaire shows that besides experiencing low reading motivation, the students were also experienced low reading engagement. Their focus was distracted as they operated their mobile

phones during the reading comprehension learning as stated in the following interview fragment.

- G : *“Iyaa, masalahnya ini kompleks mbak, jadi kalau anak-anak itu sudah godaannya dengan HP di dalam kelas....”*
 (“The problems were very complicated. **During the learning activity, the students lose their concentration because they operate their mobile phones.**”)
- R : *“O itu juga problem ya Bu ya?”*
 (“O, that problem was also occurred, wasn’t it?”)
- G : *“Iyaa. Sayaakhir-akhir ini sudah....sudah tegas jadi kalau ada yang terlihat bawa HP saya ambil saya sita. Soalnya ini kan kita sedang berupaya mencari upaya hukum agar hape tidak bisa dioperasikan anak saat pelajaran. Tapi kan kalau belum ada upaya hukumnya kita kan nggak bisa berbuat banyak. Anak-anak boleh bawa tapi tidak diaktifkan. Tapi pada kenyatannya masih dilakukan mbak....”*
 (“Yes. Recently, I am strict when I find students who operate their mobile phones during the class. I confiscated their mobile phones. We were constructing a regulation to control the use of mobile phones during the class. There must be a regulation to be applied officially applied. If not, we are not legalized to prohibit them to bring their mobile phones to the school. So far, they are allowed to bring them to the school but they are not allowed to turn them on. Unfortunately, they still operate mobile phones during the class....”)

Interview 2, March 10th, 2012

R: researcher

G: the English teacher

The interview fragment above implies that most of the students were not intrinsically motivated to engage in reading. The teacher had to force them to be engaged in reading. However, the result showed that the students seemed having insignificant progress. The students’ attention was still distracted. It means that students’ intrinsic motivation is needed to be improved. If students are intrinsically motivated, they will be engaged in reading.

In order to get the more detailed data about students’ reading engagement, the researcher and the second observer conducted observations on the students’

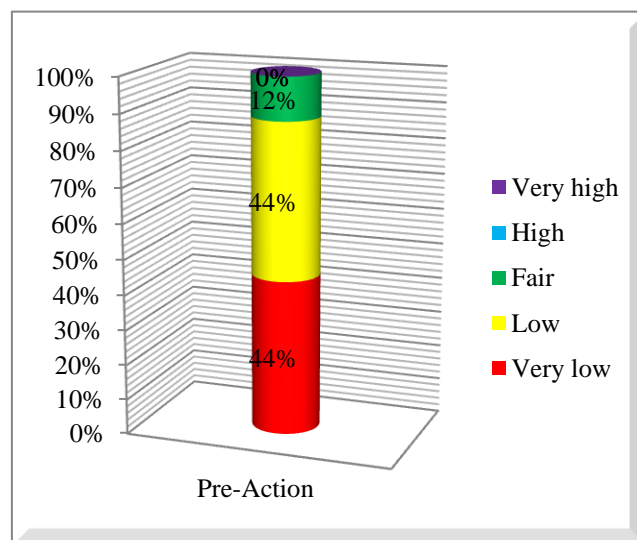
reading engagement by using Reading Engagement Index (REI) observation checklist. The result of the observation presented in the following table.

Table 4.3. Reading Engagement Index on Pre-Action

Score	Frequency	Percentage	Category
$X > 28.05 - 35.0$	0	0%	very high
$X > 23.35 - 28.05$	0	0%	high
$X > 18.65 - 23.35$	3	12%	fair
$X > 13.95 - 18.65$	11	44%	low
$X \leq 13.95$	11	44%	very low
Mean	15.08		

The Reading Engagement Index (REI) before the implementation of the action indicates that there was 0 (zero) student who was completely engaged in reading, 0 (zero) students who were very engaged in reading, 3 (three) students who were moderately engaged in reading, 11 (eleven) students who were lack of reading engagement, and 11 (eleven) students who were very lack of reading engagement. The data imply that most of the students experienced low reading engagement as shown in the following figure.

Figure 4.2. **Percentage of Reading Engagement Index (REI) in Pre-Action**



With regards to the condition happening in the reading comprehension learning, the school principal considered that it was crucial to improve the quality of reading comprehension learning. The statement is stated in the interview fragment as follows.

- R : “.... Jadi menurut amatan Bapak selama ini apakah pembelajaran khususnya untuk aspek keterampilan membaca siswa di sini perlu untuk ditingkatkan, Bapak?”
 (“.... So, do you think **the reading comprehension learning needs to be improved?**”)
- KS : “Iya. Itu tidak hanya perlu tapi selalu perlu untuk ditingkatkan.”
 (“Yes, of course. **It is necessary to improve and always be.**”)

Interview 1, March 9th, 2012
KS: the school principal

The above interview fragment implies that the school principal as the stakeholder considered that there should be efforts conducted to improve the quality of the reading comprehension learning. The efforts were expected to make the reading comprehension learning became effective.

B. Determining the Actions to Overcome the Problems

In terms of how reading comprehension learning conducted, there was a fact that the reading comprehension learning was teacher-centered. Most of the learning activities were reading texts, seeking the meaning of unfamiliar vocabularies, and answering the questions related to the texts. The implementation of reading aloud was also frequent. The following is the interview fragment which shows the data.

In order to gain the opinions of the students about how the reading comprehension learning should be conducted, the researcher asked them to write their opinions. The followings were the students' opinions regarding that topic. The opinions illustrate the conditions happened to the students.

Table 4.4. **Samples of Students Opinions for the Improvement of Reading Comprehension Learning**

Question: What is your opinion about how the next reading comprehension learning should be?	
S10	<i>Mengajarkan teknik baru tentang cara memahami teks bacaan bahasa Inggris yang mudah dipahami, menarik, menyenangkan.</i> The teacher should teach us the strategy to comprehend English texts. It should be understandable, interesting, and enjoyable.
S13	<i>Pertama, agar minat membaca kami bagus dalam membaca, mohon untuk diberikan bacaan-bacaan yang menarik untuk contohnya mungkin tentang berita olahraga.</i> <i>Kedua, dalam memahami bacaan yang disajikan oleh guru, guru harus ikut serta dalam memotivasi muridnya untuk membaca, itu mungkin bisa dilakukan dengan cara membahas bacaan tersebut secara bersama.</i> First, the teacher should provide interesting texts. Second, the teacher should motivate the students to comprehend the texts. Maybe, it could be done by discussing the texts with the class.
S17	<i>Sebaiknya diberi cara yang semenarikmungkin agar dapat memahami teks bacaan.</i> There should be interesting process in reading comprehension learning so that we are able to comprehend the texts.

S22	<i>Dengan menggunakan teknik yang bagus, cara mengajarnya yang menarik agar siswa senang mempelajari bahasa Inggris.</i> The teacher should use effective strategies and teach the students passionately and strategically so that they are motivated to learn.
S23	<i>Saran saya, mungkin dalam penyampainnya dibuat lebih menarik dan mudah.</i> The teacher should teach interestingly and understandably.

The survey shows the students expectations towards the reading comprehension learning. They expected that the reading comprehension learning should be understandable, interesting, and enjoyable. They requested the use of interesting texts and learning activities. The teacher was also expected to introduce strategies which were beneficial to assist their reading comprehension. The teacher should use effective strategies and teach passionately and strategically so that the students would be motivated to learn. The teacher should also motivate them to comprehend the texts.

- R : *“Kalau untuk keterampilan membaca, Ibu bagaimana cara mengajarkannya?”*
(“How do you conduct reading comprehension learning?”)
- G : *“Ya...cuman, kalau saya masih konvensional sekali ya kalau saya, jadi cuman, anak-anak sudah ada bacaannya kan, tak suruh mbaca nanti kita cari kata-kata yang sulit.”*
(**“I still implement the conventional way.** I ask the students to read a text then seek the meaning of unfamiliar vocabularies.”)
- R : *“Dengan reading aloud? Membaca keras begitu, Bu?”*
(“Do they do reading aloud?”)
- G : *“Ya sometimes saya bacakan, meskipun kalau untuk anak SMA readingaloud nggak cocok ya mbak ya?”*
(**“Yes, sometimes I read the text for them although I know reading aloud isn’t appropriate for senior high school students.”**)

(Interview 2, March 10th, 2012)

R: researcher

G: the English teacher

The interview fragment shows that the reading comprehension learning did not focus on the students' comprehension of the texts. It seemed that the students more focused on seeking the meaning of unfamiliar vocabularies. They tried to translate the unfamiliar vocabularies as many as they could. They thought that the more they could translate the unfamiliar vocabularies, the more they would understand the text. This condition led them to focus more on the meaning of the words but they lost the meaning of the text. In addition, the students had become accustomed to read aloud. Reading aloud always existed in the reading comprehension learning. This habit stirred the students to focus more on fluency rather than comprehension.

Furthermore, the interview fragment shows that the activity implemented in the reading comprehension learning was conventional. It was reading texts and finding meaning of unfamiliar vocabularies. In the area of reading comprehension strategies, it was found that the most frequent reading comprehension strategy used in the reading comprehension learning was the question and answer strategy. In the question and answer activity, the teacher still dominated the class. It can be seen in the following interview fragment.

- R : *"...Kemudian kalau strategi pengajaran yang Ibu terapkan di dalam kelas seperti apa, Bu?"*
 ("What kind of teaching strategies that you use in the teaching and learning?")
- G : *"Strateginya, ya paling sering tanya jawab. Ya mungkin tidak bisa dipungkiri ya mbak ya, gurunya itu masih dominan e."*
 ("I usually give questions and the students answer them. **The fact is that the teacher still dominates the class.**")

Interview 2, March 10th, 2012

R: researcher

G: the English teacher

The above interview fragment indicates that the use of reading comprehension strategies was still limited. The most frequent strategy was the question and answer strategy. However, the roles of the teacher and the students were not conducted effectively. The teacher dominated the reading comprehension learning while the students were not actively involved in the reading comprehension learning. These improper roles happened as there were no reading comprehension strategies which could improve the effectiveness of the reading comprehension learning.

In general, it is concluded that the goal of reading comprehension learning had not been achieved yet. There must be efforts to improve the effectiveness of the reading comprehension learning. It could be done only if there was good commitment from the teacher to conduct the more strategic and effective learning.

- R : *“Jadi menurut Ibu pembelajaran keterampilan membaca apakah sudah optimal?”*
(“Do you think the reading comprehension learning has been optimally done?”)
- G : *“Saya tidak bisa bilang optimal ya mbak. Karena mungkin gurunya juga belum maksimal juga.”*
(“I think it is not optimal yet since the teacher doesn’t perform well.”)
- R : *“Emmm, kalau begitu pertanyaannya saya ganti, apakah tujuan pembelajaran keterampilan membaca sudah tercapai, Bu?”*
(“Have the goal of reading comprehension learning been achieved?”)
- G : *“Yaa, belum mungkin mbak.”*
(“No, it hasn’t.”)

Interview 2, March 10th, 2012

R: researcher

G: the English teacher

With regard to the data discussed above, the researcher made some action plans to overcome the field problems. The actions were intended to overcome the problems. The actions were planned to be carried out by implementing sorts of reading comprehension strategies as follows:

- a. Semantic Webbing
- b. Directed Reading-Thinking Activity (DR-TA)
- c. Selective Underlining and Note-Taking
- d. Know-Want-Learned (K-W-L)
- e. Graphic Organizers
- f. Tableau.

In addition, the researcher also planned to use some media such as pictures, videos, real objects and many kinds of media to support the actions. The researcher also tried to create an enjoyable atmosphere for learning in order to build a good relationship with the students and to make them feel comfortable in learning using reading comprehension strategies.

C. The Implementation of Reading Comprehension Strategies

This sub chapter discusses the process of the implementation of multiple reading comprehension strategies in the reading comprehension learning that involves two cycles and includes planning, action and observation, and reflection for each cycle. Before performing the actions, the researcher conducted a discussion with the English teacher to prepare suitable strategies and materials to

be implemented. The researcher conducted two cycles in this research. The process of each cycle is elaborated as the following.

1. Report of Cycle 1

As presented in Chapter III, the study proceeded through planning, action, and reflection. The teaching and learning process in Cycle 1 was divided into three meetings. The following is the report of the implementation of multiple reading comprehension strategies in Cycle 1.

a. Planning of Cycle 1

The implementation of reading comprehension strategies in Cycle 1 was decided by the teacher and the researcher. In the reading comprehension learning, the teacher acted as the teacher and the researcher acted as the observer. This formation was arranged in order to keep the naturalness of the reading comprehension learning in Class XI IPA 1. It was also aimed at getting maximum result of the actions implementation.

In this cycle, there were five reading comprehension strategies which were planned to be implemented in the reading comprehension learning. They were Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Know-Want to Know-Learned (K-W-L), and Graphic Organizers. Semantic Webbing was planned to be implemented for report and analytical exposition texts. Directed Reading-Thinking Activity (DR-TA) was planned to be used for narrative texts. Selective Underlining and Note Taking was

planned to be used for analytical exposition texts. The brief descriptions of each reading comprehension strategies are presented in the following table.

Table 4.5. Description of Actions in Cycle 1

Meeting	Reading Comprehension Strategies	Text Type	Topic
1st	Semantic Webbing	Report	Wildlife
2nd	1) Directed Reading-Thinking Activity (DR-TA) 2) Graphic Organizer	Narrative	Life Journey
3rd	1) Selective Underlining and Note Taking 2) Know-Want to Know-Learned (K-W-L) 3) Graphic Organizer	Analytical Exposition	Our Surrounding

1) Semantic Webbing

Semantic webbing was planned to be implemented in the first meeting. This strategy would be labeled as ‘spider web’. The researcher planned to introduce the strategy in the whole class discussion. In the practice phase, the students would work in group. The researcher planned to draw their semantic webbing before and after reading the text on a piece of paper. The researcher also planned to use some videos as the teaching media.

2) Directed Reading-Thinking Activity (DR-TA)

The researcher planned to introduce Directed Reading-Thinking Activity (DR-TA) as ‘Dare to Predict’. The researcher planned to introduce it by using a

film fragment. The students would be asked to implement it on the film fragment. In the practice phase, they would work with a short narrative text using worksheet. In the production phases, the activity would be in the form of game. The researcher planned to give every student an envelope containing a narrative text. The text was split into some phases. Every phase was written in a piece of card. The cards were arranged orderly in the envelope. The researcher planned to give an instruction when the students should and should not pick the cards. The students had to make some predictions based on the teacher's questions. The students were also given a panel and marker to write the predictions. The researcher also planned to play music as a jingle to strengthen the quiz atmosphere.

3) Selective Underlining and Note Taking

The researcher planned to introduce Selective Underlining and Note Taking as 'Underline Me'. The main activity of this strategy is underlining unfamiliar vocabularies and keywords that mostly contribute towards the texts meaning. Indeed, the students were also expected to write important notes during the reading activity in the margin of the texts. The researcher planned to give the students a text, a ruler, a blue pen, and a red pen. The usage of different pen colors is intended to differentiate the unfamiliar vocabularies, the keywords, and the notes.

4) Know-Want to Know-Learned (K-W-L)

The researcher planned to introduce Know-Want to Know-Learned (K-W-L) as K-W-L. The researcher planned to give the K-W-L rubric to the students. The rubric is in the form of table consisting of two rows and three columns. The first column is K (Know) section in which the students were expected to write their background knowledge about the topic. The W (Wanted to Know) section is the part in which the students were expected to write their own reading goals of reading the text. The last part is L (Learned) section. This section is completed after the students reading the text.

5) Graphic Organizers

The researcher planned to introduce Graphic Organizers as ‘smart chart’. The researcher planned to use the graphic organizers for analytical exposition texts. The use of the graphic organizers was to summarize the main ideas and organize the mains idea of the texts.

b. Action and Observation of Cycle 1

The actions of Cycle 1 were implemented on March 30 and 31 and on April 14, 2012. The researcher used three themes in implementing the activities in Cycle I. They were Wildlife, Life Journey, and Today’s Phenomena. The implementations of those actions are discussed below.

1) Implementation 1

The theme of this meeting was Wildlife and the text type was report. The implementation was on March 30, 2012. The reading comprehension strategy

implemented in the first meeting was Semantic Webbing. In the reading comprehension learning, the teacher named this strategy as “Spider Web”. This label was used to make the students easy to remember the strategy. The term “Spider Web” was chosen since the semantic webbing looks like a web of a spider.

The researcher and the collaborators prepared the classroom and the media for the reading comprehension learning. The researcher also prepared the observation sheets, field notes, and cameras to record the teaching and learning process in the first meeting. Before the class, they ascertained that everything needed along the teaching and learning process was ready.

In initiating the learning activity, the teacher engaged the students to discuss a familiar topic around them. They were expected to brainstorm their ideas about “school”. Since the topic was familiar, the students could easily mention the things related to “school”. Unfortunately, there were only some students who actively responded the teacher’s questions. They were high achiever students who engaged actively in the classroom discussion. The rest of them only passively followed the activity.

In the presentation phase, the teacher brought a topic about kangaroo. The teacher gave an exposure by showing a kangaroo picture and some students offered jokes. The teacher led the students to recall their knowledge about kangaroo. Since there was no student responding the question, the teacher called the names of the students. The students whose names were called by the teacher then tried to mention what they knew about kangaroo. The teacher then wrote the

students' ideas on the board in the form of semantic webbing. The students paid attention to the board and some of them looked like mumbling and evaluating the semantic webbing. Some of them then initiatively mentioned their ideas that had not been mentioned by the others.

After the brainstorming activity, the teacher gave the students a text about kangaroo. The teacher asked them to read it. After a while, the teacher opened a general discussion about the text. The teacher asked some questions that led the students into a conclusion about the generic structure of the report texts. Then, the teacher drew semantic webbing based on the text. The teacher asked the students to come to the front of the class to complete the semantic webbing on the board. Since there was no volunteer, the teacher asked some students to do the task. After completing the semantic webbing, the teacher continued the next activity.

The practice phase was conducted in groups of four or five students. The teacher showed a picture of monkeys and the students were expected to make the semantic webbing about monkeys. The students were excited since the topic was funny. They teased their friends regarding the topic. The students did the task seriously in their group. The implementation of this session could run well. Most of the group members actively participated in their groups. The semantic webbings of the whole groups then were compiled on the board. The students drew a huge semantic webbing about monkeys. When the task was discussed with the whole class, most of the students were actively involved.

After discussing the semantic webbing, the teacher played a video about monkey to enrich the students' knowledge about it before reading the text. The

students were very excited over the video. They paid attention to the video and sometimes they laughed. Some of them commented on the video. After that, the teacher gave a text which had been split into some phases. The phases were written on a set of cards. The students were asked to arrange the cards into the right order and stick them on a paper. After that, the students read the text and summarized the text in semantic webbing. Finally, the students presented the results of their group work discussion in front of the class.

The production phase was done in pairs. The teacher showed a picture of cheetahs and the students were expected to make the semantic webbing about cheetahs. This session could run well but some pairs faced a problem in finding the vocabularies. Some of them asked the teacher and the researcher. They had ideas about the topic but they could not find the vocabularies in English. The other students tried to find the vocabularies in the dictionary. They were very excited over the activity. When the teacher stopped the discussion, the students tried to ask for additional time. After writing the semantic webbings, the students were asked to present their works. The students draw the semantic webbings on the board.

To enrich the students' knowledge before reading the text about cheetahs, the teacher played a video about them. Then the teacher gave them a set of cards consisting of some paragraphs. Some of the paragraphs were about cheetahs and some others were not. The students' tasks were picking the suitable cards and dropping the rest. The selected cards then were sorted orderly and were stuck on a

sheet of paper. After that, the students read the text and summarized it in semantic webbing.

2) Implementation 2

The theme of this meeting was Life Journey and the text type was narrative. The implementation was on March 31, 2012. The reading comprehension strategy that was implemented in this meeting was Directed Reading-Thinking Activity (DR-TA). In the reading comprehension learning, the teacher named this strategy as “Dare to Predict”. This label was used to make the students easy to remember the strategy. The term “Dare to Predict” was chosen since the core activity in this strategy is predicting. Further, the name was chosen to make the students challenged to read and to motivate them to eliminate their anxiety and promote their confidence.

The researcher and the collaborators prepared the classroom and the media for the reading comprehension learning. The researcher also prepared the observation sheets, field notes, and cameras to record the teaching and learning process in the first meeting. Before the class, they assured that everything needed along the teaching and learning process had been ready.

Initially, the teacher warmed up the students by asking them whether they often predicted when they read a story or watched a movie. Then, the teacher introduced the strategy through playing a fragment of a film entitled “How to Train Your Dragon”. The teacher gave the students a prediction forms to record their predictions. The teacher played the video and stopped it in some certain

phases. When stopping the video, the teacher asked the students some questions to appeal their thought towards the text and asked them to predict the next events that occurred in the text. Some students were still confused about the instruction from the teacher so they missed some prediction phases.

After playing the video, the teacher reviewed the structure of narrative texts. The teacher showed a narrative text entitled *Malin Kundang* and conducted a whole class discussion about the text meaning and the generic structure. The teacher also gave general explanation about the strategy and told the students the benefit of the strategy implementation.

After the explanation, the teacher distributed rubrics used in the Directed Reading-Thinking Activity. The text used in this task was a narrative text entitled “Maui Makes the Sun Go Slower”. The teacher guided the students to do the task until it was completely done. The next phase was production in which the students were given an opportunity to implement the strategy individually. The text was entitled “Wanebaka”.

The last phase was set as a half-game activity. The students were given a panel to answer their predictions, a red marker, and a secret envelope containing the text which had been split into some pieces. It was called as a secret envelope since the students could take the cards only if there was an instruction from the quiz master (the teacher). In order to strengthen the atmosphere of the quiz, the teacher played a jingle and asked the students to yell. The yell was: “Are you ready to predict?” and the students answered: “Yes, we are dare to predict!”

Firstly, the students were asked to take the first card in the envelope. It contained the text title and a picture representing the text. Then, the teacher asked the students: “What do you think the story will be about?” and the students took the panel and wrote the answer on it. After some time, the students were expected to finish writing and wave their panels. Then, the teacher walked around the class and called some students to read their predictions. After that, the students were asked to take the second card in the envelope then read it carefully. Finished reading, the teacher asked them whether their predictions were correct or not. This activity continued until the cards were completely read.

During the activity, the teacher asked some questions to prompt the students’ thought. The questions were “What do you think will happen next?”, “Why do you think so?”, “Can you prove it?”, “What do you think about the character?”, “What problems might the character faces?”, “What would you do in that situation?”, “What do you think about your prediction now?”, “What do you think the ending of the story will be?”, etc.

3) Implementation 3

This third meeting was conducted on April 14, 2012. The topic was about “today’s phenomena”. Initially, the teacher asked the students some questions to lead them into the topic. The first text was about fast food. She asked the students whether they often eat fast food or not. Some of them offered jokes to their friends. She asked their opinion about fast food, whether they agreed or not if fast food was categorized as harmful food. After discussing the students’ opinions, she continued the learning activity by explaining the analytical exposition text. She

gave an analytical exposition text about fast food. She initiated a discussion about the structure of the text.

After the presentation phase, the teacher moved to the next activity. The teacher wrote a statement, “Kids shouldn’t have a facebook account”. The teacher then asked each student to take an arrow and put it on the board of agree-disagree in front of the class. This activity was intended to make them understand that the analytical exposition text consisting arguments. After that, the teacher played a short video about facebook kids to strengthen their background knowledge before reading the text.

The teacher then modeled the students to write K-W-L rubric. She brainstormed the students’ knowledge about facebook and wrote it in the K (Know) column. She asked them to dig the knowledge they have and they were asked to write it in their own K-W-L rubrics. After completing the K column, the teacher introduced the W column. The W column was about what the students want to know by reading the text.

After completing the K and W columns, the teacher gave the students a text entitled ‘Kids should not Have Facebook Accounts’. The students were also equipped with a red pen, a blue pen, and a ruler. The teacher then introduced ‘selective underlining and note taking’. The teacher explained that this strategy is beneficial to help readers understand the text. The teacher modeled the strategy on the OHP display. The red pen was used to underline the unfamiliar vocabularies while the blue one was used to underline the key words and to take notes in the margin. After given the example, the students were asked to continue in pairs and

the teacher walked around the class to give assistance. Then, some students were invited to present their works on the OHP display.

Finished the discussion of 'Selective Underlining and Note Taking', the teacher initiated a discussion to review the meaning of the text. She introduced a graphic organizer of analytical exposition text. She told the students that graphic organizer is fruitful to help readers organize the main ideas of the text. She engaged the class to discuss the main ideas of the paragraphs and noticed the structure of the text. To reflect on what the students had learned, the students were asked to write what they have learned in the L column of K-W-L rubrics.

Initiating the production phase, the teacher showed a picture about plastic bags and asked the students some prompting questions. Then, they were asked to draw semantic webbing about plastic bags and write what they want to know by reading the text. To enrich their knowledge about the topic, she played a video about plastic bags. Then they were asked to read the text about plastic bags by implementing selective underlining and note taking strategy. They worked individually and she sometimes gave assistance and encouragement. Finishing the task, they were asked to present their works on the OHP display. She conducted the whole class discussion to deepen the understanding of the text's meaning and the strategy implementation.

c. Reflection of the Cycle 1

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make reflections. The reflection was based

on the observations during the implementation of the actions and the interviews with the teacher and the students after the implementation. It fulfilled the dialogic validity as mentioned in Chapter 3. In the discussion, each of the research team members had an equal opportunity to express his/her feelings and opinions for the improvement in the next cycle. It fulfilled the democratic validity as also mentioned in Chapter 3. Meanwhile the process of the observation and note-taking during the action implementations fulfilled the process validity.

In this section, the reflection of Cycle 1 is divided into two: the reflection of the reading comprehension learning process during the cycle and the reflection of the use of multiple reading comprehension strategy to improve reading comprehension learning. This division is aimed to focus on the study. The main focus of the study is on the use of multiple reading comprehension strategy to improve reading comprehension learning. However, the existence of the reading comprehension strategies cannot be separated from the reading comprehension learning process since both of the things are interrelated. The discussions of both of the points are presented as follows in which each point of the reflection is supported by several sources of data to fulfill the reliability.

1) Reflection of the Reading Comprehension Learning of Cycle 1




Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection. The reflection was based on the observations during the implementation of the actions, the questionnaire

results, the interviews with the teacher and the students after the implementation, and the reading comprehension test.

a) Reading Motivation

From the result of the observation checklist on students' reading motivation, it was recorded that the first implementation was fair, the second one was very high, and the third one was high. The results can be seen in following table.

Table 4.6. Observation's Results of Students' Reading Motivation in the Cycle 1

Meeting/ Cycle	Reading Comprehension Strategies	Text Types	Reading Motivation
1/ Cycle I	Semantic Webbing	Report	
2/ Cycle I	Directed Reading-Thinking Activity (DR-TA) + Graphic Organizers	Narrative	
3/ Cycle I	Selective Underlining and Note Taking + K-W-L using conventional rubric + Graphic Organizers	Analytical Exposition	

 Very high  High  Fair  Low  Very low

The table shows that during the implementation of Semantic Webbing for the report text, the students' reading motivation was fair. The second implementation consisting of Directed Reading Thinking Activity (DR-TA) supported with the use of graphic organizer. During the implementation of these strategies, students' reading motivation was very high. This result was satisfying since there was significant improvement of students' reading motivation from fair

to very high. The result of the third meeting was decreasing. Students' reading motivation decreased from the very high to high range. The strategies used in the third implementation were Selective Underlining and Note Taking combined with K-W-L and Graphic Organizers. The detail aspects of the reading motivation and the comparison among cycles can be seen in the following table.

Table 4.7.Observation's Results of Reading Motivation Aspects in the Cycle 1

No.	Aspects of Reading Motivation	Meeting		
		1 st	2 nd	3 rd
1.	Self – efficacy	●	●	●
2.	Challenge	●	●	●
3.	Work Avoidance	●	●	●
4.	Curiosity	●	●	●
5.	Involvement	●	●	●
6.	Importance	●	●	●
7.	Recognition	●	●	●
8.	Grades	●	●	●
9.	Competition	●	●	●
10.	Social	●	●	●
11.	Compliance	●	●	●

● Very high ● High ● Fair ● Low ● Very low

(1) Self-efficacy

One of the aspects of reading motivation is self-efficacy. It refers to the students' beliefs about their competency in reading. The observations during the first meeting indicate that the students' reading motivation in the area of self-efficacy was moderate. Most of them were not confident with their reading competency. When they were expected to write the semantic webbing in the pre-reading activity, they needed several minutes to start working.

Hampir sepuluh menit berlalu. Peneliti mendekat untuk melihat pekerjaan siswa. Ternyata sebagian dari mereka didapati belum mulai mengerjakan. Mereka tampak masih berfikir dan belum mulai menuangkan ide mereka ke atas kertas.

It was almost ten minutes. The researcher got closer to the students to monitor their work. It was found that the students had not started their work. **They seemed like were thinking hard but they had not started to write their ideas.**

(Field note 2)

Sebagian besar siswa masih merasa malu untuk mengungkapkan ide mereka saat dimintai pendapat.

Most of the students were still shy to deliver their ideas during the brainstorming activity.

(Field note 2)

The reading comprehension strategy implemented in the first meeting was semantic webbing. The students were expected to explore their background knowledge about the topic of the text. The above field notes show that most of the students were still shy to deliver their ideas during the brainstorming activity. Further, during the individual work, the students had not written their semantic webbing until several times. They seemed like were thinking hard but they had not started to write their ideas.

The data indicate that the students' self-efficacy were low. They experienced poor confident whether in doing and performing the tasks. The self-efficacy aspect weakly contributed to the students' reading motivation. In contrast, it tended to obstruct their reading motivation as shown in the following interview fragments.

R : *"Menurutmu susah nggak Dik teksnya?"*

("Do you think the texts were complicated?")

S : *"Iya e, Mbak. Aku tuh kalau baca teks yang terlalu susah gitu sering-seringnya nggak mudheng e, Mbak."*

(“Yes, it was, Mam. **I was not able to understand texts which are too complicated.**”)

Interview 4, March 31st, 2012

R: Researcher

S: Student

- R : “*Tau nggak sih kamu tuh tak fotoni lho kalau pas ngantuk di kelas.*”
 (“Did you know that I took your pictures every time you were sleepy during the class?”)
- S : “*Aaaa Mbake ki nakal. Lha aku nek kon moco kaya ngene ki to memeng Mbak sakjane, dadi nek ana pertanyaan ngene mending dibaca pertanyaannya dulu, baru dicari di teks.*”
 (“Aaaa you were annoying. Honestly, **I was not interested to read such kind of text**, Mam. As the result, **I often jumped to the reading questions** then I seek the answers in the text.”)

Interview 3, March 30th, 2012

R: Researcher

S: Student

The above interview fragments show that the students considered that the texts were complicated. They believed that they were not able to comprehend the texts which were too complicated. They were not interested to read the complicated text. As the result, they skipped reading the text and jumped to the reading questions.

The data indicate that the students were not confident to read complex texts. They considered that they were not capable to comprehend complex texts. This belief drove them to be less persistent readers that they easily quit reading and jump to the comprehension questions. Indeed, they even plagiarized the others' work as indicated in the following interview fragment.

- R : “*Jadi tadi kamu mbikin Spider Web nya nyontek punya temen sebangkumu he em Dik?*”
 (“So, you plagiarized your friend’s *Spider Web*, didn’t you?”)
 S : “*He emh, dikit. Hehehehe. Punyaku nggak mutu banget e, Mbak.*”
 (“**Yes, I did plagiarism**, but just a little. Hehehehe. **My work was awful**, Mam.”)

Interview 9, March 30th, 2013

R: Researcher

S: Student

- R : “*Tadi Spider Web nya dari pemikiranmu sendiri, Dik?*”
 (“Did you write the *Spider Web* based on your own thought?”)
 S : “*Iya Mbak, tapi ada yang liat punya Fatma dikit, hahaha.*”
 (“Yes, I did, but **there were some points that I copied from Fatma**, hahaha.”)

Interview 3, March 31st, 2013

R: Researcher

S: Student

The interview fragments above show that during the semantic webbing writing, some students partially plagiarized the other students’ work. Some students copied the other students’ work to complete their own work. They had written their semantic webbing based on their own thought, but they considered that their work was awful. Finally, they plagiarized the others’ work to accomplish the task.

The recorded data above imply that the students’ crisis of self-efficacy hindered them from being persistent readers. They were frightened to express their ideas since they believed that they were not capable to do it. Indeed, they easily gave up when they found complex texts since they considered themselves as a poor reader. Finally, they plagiarized the others’ work. In short, it is said that students’ low self-efficacy caused low reading motivation. However, the condition changed in the second meeting.

During the second meeting, the students performed meaningful progress. The reading comprehension strategies that were implemented in this meeting were the Directed Reading-Thinking Activity (DR-TA) and Graphic Organizer for narrative texts. The DR-TA was implemented before and during the reading activity, while the Graphic Organizer was used in the post reading activity. During this meeting, it is investigated that the students were more confident than those of the first meeting were. It can be seen in the following interview fragments.

- R : *“Saat nebak gitu takut salah nggak, Dik?”*
 (“Did you afraid of being wrong in predicting?”)
 S : *“Nggak, Mbak.”*
 (“No, **I didn’t afraid of being wrong in predicting.**”)

Interview 12, March 31st, 2013

R: Researcher

S: Student

- R : *“Kalau untuk nebak, Adik takut salah nggak?”*
 (“Were you afraid of being wrong in prediction?”)
 S : *“Oo enggak mbak, nggak takut salah.Jadi bebas aja.”*
 (“No, **I was not afraid of afraid of being wrong in predicting,** Mam. I just felt free.”)

Interview 13, March 30th, 2012

R: Researcher

S: Student

The interview fragments show that the students were not afraid of being wrong in predicting. They felt free to predict the story line of the text. From the presented data, it is inferred that the students’ reading motivation in the area of self-efficacy was improved. The students turned to be more confident with their capability compared with those of the first meeting.

As explained before that during the first meeting, the students were frightened to express their ideas. They easily gave up when they found complex texts. Finally, they plagiarized the other students' work. This condition was changed during the second meeting. The students were confidently stated their ideas. They were more persistent along the reading comprehension learning. The students' improvement in the self-efficacy area was prompted by some factors as inferred in the following interview fragments.

- R : "*Sekarang nggak liat temen sebelahnya lagi, Dik? Hehehe.*"
 ("So, you didn't plagiarize your friend's work, didn't you? Hehehe.")
 S : "*Haha, udah enggak, Mbak. Soalnya kan temen-temen yang lain juga pada nebak sendiri juga.*"
 ("Haha, I didn't do it anymore, Mam. **It was because the other students predicted by themselves either.**")

Interview 16, March 30th, 2012

R: Researcher

S: Student

- R : "*Apa yang bikin kamu PeDe untuk nebak jalannya cerita?*"
 ("What made you confident to predict the storyline?")
 S : "*Soalnya temen yang lain juga ada yang prediksinya salah.*"
 ("**It was because the other students were also wrong in predicting.**")

Interview 18, March 30th, 2012

R: Researcher

S: Student

The above interview fragments show that during the second meeting, the students did not plagiarize the other students' work anymore. During the predicting activity of the DR-TA strategy, the students were confident to predict the storyline of the text. They were confident because they saw that the other

students predicted by themselves either. Further, they saw that the other students were also wrong in stating the predictions.

Based on the presented data, it is inferred that the students' reading motivation in the area of self-efficacy improved. One of the factors that led to the improvement in self-efficacy was the inductions of other students' efforts. Others' efforts had positive influence towards the students' self-efficacy. Seeing that the others were able to do the task, the students turned to be confident. They believed that they would be able to accomplish the task which the other students were able to.

Further analysis of the above data revealed that another factor that affected the improvement of the students' self-efficacy was the experience of the other students' fault. During the predicting phases of the DR-TA strategy, the students' inaccurate predictions were considered as something normal in a learning process. Knowing that the other students also experienced fault in predicting, students' fear and anxiety decreased. As a result, the students were confident to state their predictions. Success in handling their fear and anxiety, students' self-efficacy improved. This condition simultaneously happened in the next action implementation.

In the third meeting, students' reading motivation was strong in the area of self-efficacy. The students were more confident of their reading comprehension ability as stated in the following interview fragments.

R : "*Sekarang udah PD kan ngerjain sendiri?*"
 ("So, now you were confident doing the task by yourself, weren't you?")

- S : *“Lumayan, Mbak. Kan sekarang udah terbiasa pelajaran disuruh mikir-mikir kayak gini.”*
 (“It’s better than before, Mam. **I think I have been familiar with such thinking activity.**”)

Interview 20, March 30th, 2012

R: Researcher

S: Student

- R : *“Tadi waktu disuruh nulis Know tadi ngrasa sulit gitu nggak?”*
 (“Did you find difficulties doing the Know section?”)
 S : *“Enggak, soale kan udah pernah bisa waktu Spider Web dulu itu.”*
 (“**No, I didn’t. It’s because I have ever done it well with the Spider Web.**”)

Interview 25, March 30th, 2012

R: Researcher

S: Student

The interview fragments show that the students were confident in doing the task. The reading comprehension strategies implemented in the third meeting were the collaboration of K-W-L (Know-Want to Know-Learned), Selective Underlining and Note Taking, and Graphic Organizers for analytical exposition text. During the reading comprehension learning, the students were asked to do some thinking steps as instructed by the teacher. The interview fragments reveal that the students considered that their confidence improved. It was found that they have been familiar with the thinking activities implemented during the reading comprehension learning.

The difficulties they faced in accomplishing the task during the third meeting were lessened. When they were asked to write the Know section of the K-W-L strategy, they did not find a serious problem. The Know section is conceptually similar with Semantic Webbing which was implemented in the first meeting. Both of them were about exploring students’ background knowledge about the

topic of the text. Both of the activities were done before reading the text. Success in accomplishing the Semantic Webbing, the students did not find serious problem in accomplishing the Know section of the K-W-L strategy.

Based on the presented data, it is inferred that during the third meeting the students' reading motivation in the area of self-efficacy was high. One of the supporting factors was their successful experiences in the previous task completion which was correlated with the current task. The successful experiences positively increased their beliefs on their capability. The successful experiences in the previous activities helped them accomplishing the current task. It is because they have ever done the quite similar activity in the first meeting.

Furthermore, students' self-efficacy was also established since they believed that they would get benefit from the reading comprehension strategies used in the reading comprehension learning. They were confident in dealing with the complex texts since they worked with reading comprehension strategy. Students' responses are presented as follows.

- R : *"Tadi jadi males baca nggak gara-gara teks nya sulit?"*
 ("Were you lost your willing to read the text as it was complex?")
- S : *"Ya nggak juga si. Kan tadi bu Panca bilang kita belajar pake strategi gitu tho, jadinya aku tadi mikirnya, ya paling ntar aku juga bisa mudheng kan nanti dikasih tahu caranya."*
 ("Not really. Since Bu Panca said that, we will use strategy, so I thought that I would be able to comprehend it. **I knew that the teacher will show me the helpful strategy.**")

Interview 25, March 30th, 2012

R: Researcher

S: Student

- R : *"Kalau pakai strategi jadi nambah PeDe nggak, Dik?"*
 ("Was the implementation of reading comprehension strategy improved your confidence?")

S : “*Iya, Mbak. Kalau nggak pakai strategi rasanya baca teks panjang gitu jadi menakutkan.*”
 (“Yes, it was, Mam. **I think it is terrifying to read such long text without any strategy.**”)

Interview 24, March 31st, 2013

R: Researcher

S: Student

The interview fragments show that the students did not lose their willing to read the text even when the text was complex. The text discussed in this meeting was analytical exposition text. The text type was new for the students since it was the first time the text type discussed. The degree of the text’s difficulties was higher compared with the text used in the previous meetings. However, the students were still motivated to read the text. The implementation of the multiple reading comprehension strategies improved their confidence. They thought that they would be able to comprehend the text by using reading comprehension strategies. They believed that the implementation of reading comprehension strategies helped them to cope with the complex text.

From the data above it is inferred that the students were aware of the benefit of reading comprehension strategies. This belief was beneficial in establishing their self-efficacy. Having high self-efficacy, the students were motivated even to deal with complex texts. They did not avoid reading comprehension learning anymore. In brief, it is concluded that students’ reading motivation was strong in the area of self-efficacy. They were motivated to read the text since they believed in their ability.

(2) Challenge

Challenge is one of the reading motivation aspects which refers to the satisfaction to deal with complex ideas in the text. The observations during the first meeting showed that students' reading motivation was low in the area of challenge. Most of the students were displeased when they found the texts they had to read were complex and long. They were not excited to seize such kind of texts. It can be seen in the following interview fragment and field note.

S : "...aku kan memang mbak nek kon moco, jujur, opo meneh nek teks bahasa Inggris kan dowo-dowo,gek akeh to, opo meneh bahasane ra tak mengerteni, marakke aku ngantuk mbak. Ya sudaahhh.
(...honestly, I was not motivated to read English texts. **They tend to be long and full of words that I did not understand.** It made me sleepy, Mam.)"

Interview 3, March 31st, 2013

R: Researcher

S: Student

Peneliti berkeliling kelas untuk mengamati siswa bekerja dalam kelompok. Beberapa siswa bertanya pada peneliti tentang arti kata dalam teks. Beberapa siswa mengeluhkan bahwa teks yang harus mereka baca panjang.

The researcher walked through the class to monitor students' group work. Some of them asked about the meaning of some vocabularies in the text. **Some of them complained that the text they had to read was too long.**

Field note

The data reveal that the students were not motivated to read English texts. They considered that the English text tend to be long and full of words that they did not understand. The complex texts made them sleepy. The text type used in the first meeting was report text about wildlife. Regarding the texts used in this meeting, some of them complained that the text they had to read was too long.

The data above indicate that during the first meeting, the students' reading motivation was low since they were not challenged in it. They considered that complex texts were not interesting to read. They did not feel the satisfaction of successful experience in comprehending complex texts. They expected that the text they read should be easy to comprehend. However, this condition remarkably changed in the second meeting.

During the second meeting, the students showed high excitement to accomplish the complex tasks. The text used in the second meeting, especially in the main activity was long but the students were very enthusiastic to read it. The students' responses are as follows.

- R : *"Kamu jadi ngrasa males mbaca nggak Dik karena teks nya sulit?"*
 ("Did you feel unmotivated to read the text since it was complicated?")
- S : *"Nggak si, Mbak. Malah menikmati, Mbak. Seru soalnya Mbak nebak-nebak. Aku semangat buat tau akhir ceritanya gimana."*
 ("No, I didn't, Mam. In contrary, I enjoyed it. **Predicting was challenging. I was eager to know the end of the story.**")

Interview 7, March 31st, 2013

R: Researcher

S: Student

- R : *"Jadi males nggak Dik buat mbaca teks Wanebaka yang katamu rumit tadi?"*
 ("Did you lose your motivation to read 'Wanebaka' that you considered as a complicated text?")
- S : *"Ya nggak juga si Mbak, malahan jadi penasaran sakjane ceritanya gimana gitu."*
 ("No, I didn't. In contrary, **I was curious about the story.**")

Interview 17, March 31st, 2013

R: Researcher

S: Student

The data reveal that the students were motivated to read the complicated text. The text's complication did not take their reading motivation. In contrary, they enjoyed reading it. During the second meeting, the reading comprehension strategies were Directed Reading-Thinking Activity (DR-TA). During the predicting phases of the strategy, the students were challenged. They were curious about the story. As a result, they were eager to know the end of the story.

From the presented data, it is inferred that during the second meeting, the students were challenged to read the text. They did not care how complex the text was. The predicting activity successfully challenged the students. The predicting activity pulled their curiosity. As the result, they were challenged to comprehend the text. It means that the implementation of the Directed Reading Thinking Activity (DR-TA) had successfully provoked their challenge aspect and finally they were motivated to read the text.

The observation of the third meeting showed that the students' reading motivation in the area of challenge was high. During the third meeting, the students were given new text genre that was analytical exposition. The text was more complicated than the previous text's genre. However, most of the students were challenged to read the text as indicated in the following data.

- R : "*Gimana pendapatmu waktu kegiatan Underline Me?*"
 ("How did you feel during the Underline Me activity?")
 S : "*Suka Mbak soalnya sambil mbaca sambil mikir juga.*"
 ("I liked it because **it made me thinking** during reading.")

Interview 9, March 31st, 2013
R: Researcher
S: Student

- R : “*Teks yang sulit bikin kamu jadi males baca nggak, Dik?*”
 (“Did **the complicated text** decrease your reading motivation?”)
- S : “*Nggak Mbak, soalnya kegiatannya tuh menurutku seru. Nggaris-nggarisi pake spidol warna warni gitu ya lumayan marai nggak males mbaca.*”
 (“No, it did not, Mam. I think **the activity was interesting**. Underlining using colorful markers **made me eager to read** the text.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The interview fragments show that the students enjoyed the activity using Selective Underlining and Note Taking strategy. During the activity, the students were asked to underline the keywords or phrases which were significantly contributed to the meaning of the texts. Besides, they jotted the necessary notes in the margin of the text or between the lines. They found that such activity made them thinking during reading. They felt vibrant of the thinking activity. They considered that thinking process was exciting and beneficial for them. They found that the thinking process of the Selective Underlining and Note Taking strategy helped them to get the better reading comprehension.

In addition, the students considered that the activity conducted in the third meeting was interesting. In the implementation of the Selective Underlining and Note Taking strategy, the students were given colorful markers and rulers to work with the text. They used the red marker to underline the keywords and the blue one to jot the important notes. The interview fragment signals that that the use of colorful markers was successfully took students' excitement. They considered that the activity was interesting. As a result, the students did not care of the

complication of the text. They kept persistent on reading the text though the text was difficult.

Based on the above data, it is inferred that the students' reading motivation in the area of challenge was high. It is indicated from the students' excitement on the thinking process they experienced during the reading activity using Selective Underlining and Note Taking strategy. They were excited when the reading activity made them thinking. It signals that the students' reading motivation in the aspect of challenge was strong. They were eager to read the text since they found that the activity pushed them to think.

Moreover, the students did not care of how difficult the texts were. They persisted in reading the difficult material since they found that the activity was interesting. This data signal that the students' reading motivation in the aspect of challenge was strong. Since the reading activity was interesting, the students kept persistent in reading though the text was complicated.

(3) Work Avoidance

Work avoidance refers to the desire to avoid reading activities. The results of the observation checklists on students' work avoidance show that during the first meeting, there were students who were not involved in the reading comprehension learning fully. Their level of work avoidance is moderate in which there were students who avoided reading activities as indicated in the following data.

Beberapa belum membuat Semantic Webbing. Mereka mengeluhkan bahwa mereka kesulitan menemukan kata yang mereka maksud dalam bahasa Inggris.

Some students had not written their Semantic Webbing. **They complained that they found difficulties in finding the English words** for their intended points.

Field Notes

Beberapa menit berlalu. Bebarapa siswa belum menyelesaikan Semantic Webbing mereka. Akhirnya, guru membolehkan siswa untuk menuliskan poin-poin Semantic Webbing dalam bahasa Indonesia.

Several minutes passed. Some students had not completed their Semantic Webbing. Finally, **the teacher allowed the students to write the Semantic Webbing points in Indonesian.**

Field Notes

Waktu untuk menulis Semantic Webbing habis. Beberapa siswa nampak belum maksimal menuliskan Semantic Webbing mereka.

The given time for writing the Semantic Webbing was over. **Some students had not written their Semantic Webbing maximally.**

Field Notes

The above data explain that during the reading comprehension learning using Semantic Webbing strategy, some students tended to avoid reading activities. Some of them had not started writing their Semantic Webbing after several minutes of the learning activity. They complained that they found difficulties in finding the English words for their intended points. More minutes passed and it was found that some students still had not completed their Semantic Webbing. Finally, the teacher allowed the students to write the Semantic Webbing's points in Indonesian. Given this privilege, it was found that in the end of the Semantic Webbing activity some students had not written their Semantic Webbing maximally.

In reference to the above data, it is inferred that during the first meeting some students avoided reading activity. In the initial activity, some students complained that they found difficulties to found the English words for their

Semantic Webbing points. However, the condition did not remarkably change even after they given privilege to write the Semantic Webbing in Indonesian. This condition indicated that some students tried to avoid reading activities. To conclude, students' reading motivation in the area of avoidance was fair in which the ideal rate for the work avoidance aspect is very low.

On the other hand, during the second meeting, most of the students participated actively in the reading comprehension learning. Students' work avoidance was decline from the fair level into the very low. They did all of the instructions given by the teacher as stated in the following data.

Seluruh siswa berusaha menyelesaikan tebakan tepat waktu. Keseluruhan siswa mengikuti instruksi yang diberikan guru dalam kegiatan Dare to Predict.

All of the students tried to finish their predictions on time. **They followed the teacher's instructions during the Dare to Predict activity.**

Field note

- R : *"Terus kamu tadi setiap kali disuruh nebak kamu nebak nggak, atau ada yang kamu nggak nebak?"*
 ("Did you answer all of the prediction phases or there were some phases that you missed?")
- S : *"Nebak semuanya, Mbak."*
 ("**I guessed all of them**, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data show that during the reading comprehension learning using the Directed Reading-Thinking Activity (DR-TA) strategy, all of the students got involved in it. During the predicting phases of the DR-TA strategy, the students tried to finish their predictions on time. The whole students followed the teacher's

instructions eagerly. They answered all of the prediction phases and did not miss any of it. To conclude, during the second meeting the students' reading motivation in the area of work avoidance was very low. They were very engaged in reading comprehension learning.

However, in the third meeting students' reading motivation in the area of work avoidance turned from very low level to the low ones. This changing signals the increasing of the work avoidance tendency. It was noticed that there were some students who did not accomplish the text completely. This tendency was particularly happened during the implementation of K-W-L (Know-Want to Know-Learned) strategy. Some of them did not complete their K-W-L rubrics. The students' responses could be seen in the following data.

- R : “.... Waa ternyata kamu *Want to Know* nya nggak diisi ya?”
 (... Look, **you did not write the Want to Know section**, didn't you?”)
 S : “Hahaha, bingung aku tuh soalnya mbak. Agak memeng e aku.”
 (“Hahaha, **I was confused and not really eager to do it**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “Yang nggak di isi pas di bagian *Know* nya atau *Want to Know* nya?”
 (Which part that you did not complete, the *Know* section or the *Want to Know* one?)
 S : “Di bagian *Want to Know* nya. Kalau *Want* nya ini bisa tapi kadang pake bahasa Indonesia.”
 (“**I did not complete the Want to Know section**. I was able to write the *Want* section but sometimes I use Indonesian.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “Adik bisa ngisi nggak rubrik K-W-L yang kemarin kita pakai?”

(“Were you able to complete the K-W-L rubric that we used yesterday?”)
 S : “*Bisa, Mbak.*”
 (“Yes, **I was able to complete it**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments reveal that some students did not complete the task, particularly the K-W-L rubric. There were students who did not write the Want to Know section since they were confused and less interested to complete it. However, some other students were able to complete their K-W-L rubric.

The ideal state of the work avoidance aspect is when this aspect occupies the very low level. In reference to the presented data, it is inferred that during the first meeting, it is found that some students tended to avoid reading activities. The students' reading motivation in the area of work avoidance was at moderate level. This tendency was evoked by some factors. For the most part, some students were less eager to complete the task since they were still confused about the concept of the task. This factor finally led them to be less motivated to complete the task.

(4) Curiosity

Curiosity refers to the desire to learn about a topic. The results of the observation during the first meeting showed that students' reading motivation in the area curiosity was in moderate level. The students were not excessively eager to know about the topic discussed in the text. It is signaled in the following data.

- R : “*Waktu pertama disuruh nulis Semantic Webbing jadi pengen tahu tentang isi teks nya nggak Dik?*”
 (“**Did you feel eager** about the topic discussed in the text after writing the Semantic Webbing in the initial activity?”)
- S : “*Ya sedikit Mbak.*”
 (“**Just a bit**, Mam.”)
- R : “*Kok cuma sedikit kenapa, Dik?*”
 (“Why did you less eager on it?”)
- S : “*Hewannya kebanyakan dah tahu e, Mbak.*”
 (“**I have been familiar** with the discussed animals, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Setelah ini pengen nyari-nyari info tentang hewan-hewan yang tadi dibahas di dalam teks nggak?*”
 (“**Will you seek more information** about the animals which were discussed in the texts?”)
- S : “*Emm, ya mungkin.*”
 (“**Maybe I will.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above data highlight on the curiosity aspect of the students’ reading motivation during the first meeting. The interview fragments suggest that the students were not strongly curious about the text. The Semantic Webbing writing as the pre-reading activity did not strongly evoke their curiosity towards the topic of the text. One of the factors that led this condition was because the discussed topic, that were about kangaroos, monkeys, and cheetahs were familiar to them. Since they have known much knowledge about the animals, they were not excessively curious anymore.

Moreover, the students were not keen to know further about the topic discussed in the text. There was no strong willing to learn more about the topic after reading the text. Based on the presented data, it is conclude that the students' reading motivation in the area of curiosity was at average level. They were neither very curious nor very apathetic. Consequently, curiosity aspect did not strongly contribute towards the students' reading motivation.

Based on the observation during the second meeting, it was noted that the students' reading motivation in the area of curiosity was high. The students' responses were quoted in the following interview fragments.

- R : *"Apa yang membuat pelajaran hari ini menyenangkan, Dik?"*
 ("What made today's learning interesting?")
- S : *"Ya soalnya karena ya menarik aja gitu lho. Kan tadi disuruh memprediksi, terus kadang-kadang salah kadang-kadang benar. Pokoke asyik seru. Jadi kita tuh jadi menduga-duga benar apa salah gitu."*
 ("I think it was interesting. When we were asked to predict, sometimes our prediction was right and sometimes was wrong. **Guessing really makes us wondering whether our prediction was right or wrong.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Penasaran nggak Dik sama teks nya tadi?"*
 ("Did you feel curious about the text?")
- S : *"Iya Mbak masalahe teks nya kan dikasihnya nggak sekalian, dipotong-potong. Jadi marai penasaran."*
 ("Yes, I did. It is because the text was not given at once. **The text was given in some parts. It made me curious.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments indicate that the students were curious about the content of the texts. Their curiosity was established by the predicting phase during the Directed Reading-Thinking Activity (DR-TA). By setting the

predictions of the incoming storyline, their curiosity was aroused. They wondered whether their predictions were correct or not. Such phases drove the students to stick on the text. As a result, their reading motivation increased. In short, it is said that during the implementation of the Directed Reading-Thinking Activity (DR-TA), the students' reading motivation was highly evoked by their curiosity.

During the third meeting, it was noted that the students' reading motivation was high in the area of curiosity. The students were eager to understand the topic. Their eagerness was established as they wrote Want to Know section of the K-W-L rubric. In that section, the students wrote what they wanted to know by reading the text. By stating their own reading goals, they had expectations towards the text. As a result, their reading motivation was high in the area of curiosity. It can be noticed in the following interview fragments.

- R : *"Saat diminta menuliskan Want to Know kamu jadi berharap menemukan Want To Know itu di dalam teks yang akan kamu baca nggak?"*
 ("By writing the Want to Know section, did you expect to find what you wanted to know in the text that you read?")
- S : *"Iya, pengen tahu apa to sakjane isi teksnya."*
 ("Yes, **I wanted to know what the content of the text would be.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Dengan ngisi kolom Want to Know Adik jadi mengharapakan pertanyaanmu tersebut terjawab di dalam teks nggak?"*
 (By writing the Want to Know section, did you wonder to get the answers in the text?)
- S : *"He eh, pengen. Yang ini bikin aku jadi pengen tahu."*
 ("Yes, I did. **This section made me wanted to know about the text.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments explain that by writing the Want to Know section, the students expected to find the information they wanted to know in the text. They wondered to get the answers of the Want to Know points they previously written. They considered that this section positively contributed to their curiosity. They were become curious about the content of the text. With regard to the above data, it is inferred that students' eagerness to know about the information in the text improved from the fair level in the first meeting to the high level during the second and third meetings.

(5) Involvement

Involvement is the enjoyment experienced from reading certain kinds of literary or informational texts. The results of the observation during the first meeting showed that the students' reading motivation in the area of involvement was fair as indicated in the following data.

Beberapa siswa berkomentar saat guru membahas teks tentang cheetahs. Mereka terheran saat mengetahui ciri cheetahs yang belum mereka ketahui sebelumnya. Salah satu siswa berkomentar, "Wah sangar tapi mesakke yo." Siswa yang lain tertawa.

Some students commented when the teacher reviewed the text about cheetahs. **They were amazed when they knew the nature of cheetahs that they had not knew before.** One of them said, "Wow, they are amazing but pity." The other students laughed.

Field Notes

R : "Saat membaca teks kamu sambil membayangkan hewan yang ada di dalam teks nggak Dik? Misalnyamembayangkan monyet jalan, makan, atau manjat pohon."
 ("Did you make pictures in your mind when you were reading the text, such as imagining the monkeys are walking, eating, or climbing the trees?")

S : “*Yaaa kadang-kadang, Mbak.*”
 (“**Sometimes I did it**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data show that some students were involved in the text. They gave comments when the teacher reviewed the text about cheetahs. They were amazed when they knew the nature of cheetahs that they had not knew before. They expressed some jokes which were related to the discussed topic. Some of them laughed when they found something funny during the reading comprehension learning. They seemed to enjoy reading the text.

According to the presented data, it is concluded that the students’ reading motivation in the area of involvement was moderate. The students’ involvement was indicated when they made pictures in their mind during reading. Unfortunately, it was not always happened. Sometimes they read the text without imagining the object discussed in the text. Besides making pictures in mind during reading, students’ involvement was also indicated through their responses towards the information in the text. The field note shows that the students were excited about the new information they got from reading the text. In general, it is said that the students reading motivation in the area of involvement was average.

The improvement of the involvement aspect happened during the second meeting. During this meeting, the students’ reading motivation in the area of involvement was in very high rate. Almost all of the students were enthusiastic to follow the flow of the text. They were excited in stating their predictions towards the story line even if their predictions were inaccurate. Their responses towards

their inaccurate predictions were varied. Some students were upset, some others were amused, some others were reflective, and some others were enthusiastic. Those responses indicate that they were involved in reading the text. It can be seen in the following interview fragments.

- R : "...dari melesetnya tebakanmu itu tadi, kamu dapat sesuatu nggak?"
 ("...what was the benefit you got when you were wrong in predicting?")
 S : "Ya iya, jadi tambah semangat."
 ("I became more energized.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "Oke, terus kalau pas prediksimu salah gitu kamu terus piye? Jadi takut nebak atau gimana?"
 (What did you do when your predictions were wrong? Did you become afraid to predict?)
 S : "Ya, ya malah ketawa aja. Hahahaha masalahe kan salah. Lucuuu. Bodohnya aku. Hahaha."
 ("I just laughed. Hahaha. It's funny that I was stupid.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "Kalau tebakanmu sendiri gimana tadi tebakanmu?"
 ("How was your prediction?")
 S : "Wah cuma bener satu mbak, ya ampun...memalukan."
 ("I only got one right answer, ouch **it was embarrassing.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments indicate that the inaccurate predictions did not make the students become afraid or apathetic. In contrary, they were become more energized to read the text. They considered the predicting activity as

something joyful that they enjoy through it. They were not afraid to state their predictions even if they made mistakes in the previous prediction phases. Knowing that their predictions were inaccurate, some of them chuckled of their own fault and some of them felt embarrassed. The students' responses indicate that they were emotionally involved in the reading activity.

Besides sticking to the flow of the text, the students were also emotionally involved in the text as shown in the following interview fragments.

- R : *"Menurutmu gimana kisah Wanebaka tadi?"*
 ("What was your impression towards the story about Wanebaka?")
 S : *"Ceritanya seru, Mbak. Kasihan e Wanebaka."*
 ("**The story was exciting, Mam. Pity him.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Kisah Wanebaka tadi gimana Dik menurutmu?"*
 ("What was your impression towards the story about Wanebaka?")
 S : *"Wah mengharukan, Mbak. Kok mbaknya tadi mau ya nikah sama ular."*
 ("**It was touching, Mam. Why did the girl want to marry that snake?**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Jalan cerita Wanebaka gimana menurutmu?"*
 ("What do you think about the storyline of Wanebaka?")
 S : *"Waa harusnya tuh perempuan itu jangan mau nikah sama Wanebaka."*
 ("**Waa, the girl should be unwilling to marry Wanebaka.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The interview fragments show the students' impression towards the narrative text used in the reading comprehension learning entitled Wanebaka. The students' impression was various. Some of them found that the story was exciting, interesting, touching, and funny. Those impressions signal the students' involvement towards the flow of the text. Moreover, they also had expectation towards the storyline. They expected that the story would be flow as they imagined. One of them stated that the girl, one of the characters in the story, should be unwilling to marry Wanebaka. In reference to the discussed data, it is concluded that the students' reading motivation in the area of involvement was high.

This condition continued steadily during the third meeting. It was recorded that the students' reading motivation in the area of involvement was at high rate. Their involvement was indicated from their responses towards the content of the text. The students had their own arguments towards the topic of the text as shown in the following interview fragments.

- R : *"Kenapa tadi Adik milih setuju?"*
 ("Why did you agree?")
 S : *"Menurutku anak kecil nggak sebaiknya mainan facebook."*
 (**"I think children should not use facebook."**)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Kenapa Adik nggak setuju sama plastic bags?"*
 ("What made you disagree with plastic bags?")
 S : *"Lha ntar nek aku belanja ditenteng wagu banget Mbak nek nggak pake plastik."*
 (**"I think it will be weird when I have to bring my shopping without any wrapping such plastic bags."**)

Interview 9, March 31st, 2013

R: Researcher

S: Student

R : *“Sebenarnya kamu setuju nggak Dik sama teks tadi?”*
 (“Do you agree with the text?”)

S : *“Setuju Mbak soale boros Mbak mending dimasukin tas.”*
 (“**I agree, Mam, it is wasted. It’s better to bring it with our bag.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data above reveal the students’ arguments towards the topic of the text. The text discussed in this meeting was analytical exposition. This meeting was the first time for the students to discuss about that text type. The topics were about facebooking kids and plastic bags. In view of the students’ responses, it is inferred that the students did not only comprehend the text but also infer the meaning of the text and propose ideas.

Responding the topics discussed in the texts, the students stated various opinions. Talking about facebooking kids, there was students who were disagree with it. Talking about plastic bags, there was student who supported the limitation of the plastic bags usage. In other hand, there was student who against the idea of plastic bags’ usage limitation. In conclusion, the students were able to state their own argument towards the discussed topic. Their ability to choose their standpoints showed that their reading motivation in the area of involvement was strong. They did not only comprehend the text but also make inference of the text.

(6) Importance

Importance is one of the reading motivation aspects that refer to the individual's valuing of different reading tasks or activities. During the first meeting, it was noticed that the students' reading motivation in the area of importance was moderate. The students focusing more on the score of reading comprehension test rather than taking benefit of the reading comprehension learning as reflected in the following data.

Guru membagi kertas berisi pertanyaan pemahaman mengenai teks. Beberapa siswa bertanya apakah pekerjaan mereka akan masuk nilai. Guru menjawab bahwa dinilai atau tidak siswa diharapkan tetap menyelesaikannya.

The teacher distributed papers consisting of reading comprehension questions about the text. **Some of the students asked whether the task would be assessed or not.** The teacher answered that whether assessed or not, the students were expected to accomplish the task well.

Field notes

Bel akhir pelajaran berbunyi. Beberapa siswa tampak belum menyelesaikan pekerjaan mereka. Sebagian besar dari mereka segera berhenti mengerjakan soal dan menutup buku mereka. Mereka segera berhambur keluar kelas setelah guru menutup pelajaran. Nampak sekitar tiga siswa masih berusaha menyelesaikan soal.

The bell rang. Most of the students seemed had not finished their work. **Most of them stopped working and closed their books.** They went out the class when the teacher closed the lesson. **There were for about three students were still trying to finish their works.**

Field notes

The above field notes show that when the teacher distributed papers consisting of reading comprehension questions, some students asked whether the task would be assessed or not. The teacher answered that the students were expected to seriously accomplish the task whether it would be assessed or not. When the time was over, it was found that most of the students had not finished their work. Most of them stopped working and closed their books. They quickly

went out the class after the teacher closed the lesson. There were only three students were still trying to finish their works.

Based on the presented data, it is inferred that most of the students were score minded. They tended to be less serious in accomplishing the non-assessed task. They tended to less valued the activity they did during reading comprehension learning. It was indicated when they suddenly stopped working knowing that the lesson was over. They put off their task though they had not accomplished it. There were only few students kept persistent in accomplishing the task. It can be said that during the first meeting, students' reading motivation in the area of importance was fair.

Conversely, during the second meeting, the students' valuing of reading activities was improved as indicated in the following interview fragments.

- R : *"Kamu senang nggak sih nebak-nebak gitu?"*
 ("Do you like guessing?")
- S : *"Seneng sih....seneng! Tapi kalau tebakannya salah, nyebai...hehehehe."*
 ("Actually I do like it! However, **it was disappointing if I could not predict the phase correctly.** Hehehehe.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Tadi kan skor nebak-nebaknya nggak dimasukin ke nilai, kamu tetep semangat nggak?"*
 ("Knowing your scores of the predicting game was not used for the assisting score, did you still excited to do the task?")
- S : *"Tetep semangat, Mbak. soalnya tadi aku nebaknya kan yang awal-awal tu nggak akurat, aku pengen bisa yang terusannya."*
 ("Yes, I did. The wrong predictions drove me curious. **I really wanted to get right predictions** for the next phases.")

Interview 9, March 31st, 2013

R: Researcher
S: Student

The above interview fragments show that the students were excited on the predicting phases of the Directed Reading-Thinking Activity (DR-TA) strategy. They felt disappointed when they could not predict the phases accurately. It indicates that being a good reader is an important matter for them. They were excited to do the task though they knew that there was no assessment for it. Furthermore, the inaccurate predictions drove them curious. They really wanted to get the right predictions for the next phases.

The above data signal that the students had considered that doing the best in the reading comprehension learning is important. They were disappointed when they failed to accomplish the task well. Their framework in viewing the reading comprehension learning changed from the score minded to the learning minded. It is concluded that during the second meeting, students' reading motivation in the area of importance was high. Students' awareness of the importance of reading tasks or activities remarkably improved.

This state continued steadily during the third meeting. During this meeting, the students highly valued the activities conducted in the reading comprehension learning as stated in the following data.

- R : *"Menurutmu kegiatan Underline Me tadi penting nggak Dik untuk dilakukan?"*
 ("Do you think Underline Me is important to be conducted?")
 S : *"Penting banget, Mbak."*
 ("Yes, it's very important.")
 R : *"Kenapa, Dik?"*
 ("What made you think that it is important?")

S : “*Kan buat mbantu pemahaman kita, Mbak.*”
 (“**It helped us to comprehend the text**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

Para siswa bertanya pada guru, peneliti, dan teman sejawat peneliti untuk membantu mereka menyelesaikan aktivitas Underline Me. Para siswa tampak antusias untuk menyelesaikan membaca teks dan menyelesaikan aktivitas Underline Me dengan benar.

The students asked the teacher, the researcher, and the collaborator to help them coping the Underline Me activity. **They looked enthusiastic to accomplish the Underline Me activity well.**

Field notes

R : “*Dirimu pengen memahami teks analytical exposition nggak, Dik?*”
 (“**Were you willing to comprehend analytical exposition text?**”)

S : “*He em no Mbak.*”
 (“**Of course, I will**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data show how the students valued the reading comprehension learning using Selective Underlining and Note Taking strategy. They found that the use of the strategy helped them to comprehend the text. They tended to be enthusiastic to accomplish the task well. They asked for the teacher, the researcher, and the collaborator’s assistance to help them coping the task. They were very motivated to comprehend the text type discussed in the reading comprehension learning. Based on the above data, it is inferred that the students’ reading motivation in the area of importance was strong. It was signaled from the students’ valuing on the reading activity and the text.

(7) Recognition

Recognition falls under the extrinsic aspects of reading motivation. It refers to the gratification in receiving a tangible form of recognition for success in reading. During the first meeting, it was recorded that most of the students tended to conceal their reading comprehension ability as indicated in the following data.

Guru mengawali kegiatan pembelajaran membaca dengan mengumpulkan ide siswa tentang kangaroo. Hanya beberapa siswa yang mau mengungkapkan pendapat. Siswa yang lain berpendapat dengan suara yang sangat lirih seperti setengah berbisik dengan teman sebangku mereka sehingga tidak terdengar oleh guru.

The teacher initiating the reading comprehension learning by gathering students' ideas about kangaroo. Only **few students were willing to state their ideas**. Some other **students stated their ideas in low volumes** just as whispering to their partner so that the teacher did not recognize it.

Field notes

- R : "Kok tadi nggak ikut ngeluarin pendapat Dik saat ditanyain tentang ciri kangaroo yang kamu ketahui?"
 ("Why didn't you state your opinions about the description of kangaroos?")
- S : "Kan tadi udah tak tulis di kertasku sendiri, Mbak."
 ("I have written it in my own worksheet, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "Tadi sebenarnya ada ide nggak tentang ciri kangaroo?"
 ("Honestly, did you have any ideas about kangaroo?")
- S : "Yaa ada si, Mbak."
 ("Actually, I did.")
- R : "Lha gene, kok tadi nggak nyebutin?"
 ("So, why you didn't state it?")
- S : "Lha nggak ditunjuk og, Mbak."
 ("It's because the teacher did not point me out, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above data highlight on the students' recognition motivation during the first meeting. Based on the data, it is found that during the brainstorming activity of the Semantic Webbing strategy, there were only few students contributed their ideas. Some other students stated their ideas in low volumes just as whispering so that the teacher did not recognize them. They had ideas but they did not want to share it in the whole class activity. They considered that when they had written their ideas in their own worksheet, they did not need to express it orally. Some of them did not state their ideas since the teacher did not point them out. They tended to be ashamed to express their ideas orally.

In reference to the presented data, it is concluded that some students were not eager to show up their reading ability. During the whole class activity, they tended to be less eager to express their ideas in the whole class activity. They had ideas but they did not eager to make the class or the teacher aware of their ideas. In short, it is concluded that the students' reading motivation in the area of recognition motivation was fair. Most of the students were not keen on being noticeable about their reading achievement.

On the other hand, during the second meeting, it was noted that the students were very excited to show their reading comprehension ability. It can be seen in the following interview fragments.

- R : *"Bagian yang paling disenengi yang mana, Dik?"*
 ("Which part of the activity that you liked the most?")
 S : *"Kalau pas nyebutin prediksiku terus prediksinya itu benar."*
 (**"It was delighted when I mentioned my prediction and it was accurate."**)

Interview 9, March 31st, 2013
R: Researcher

S: Student

- R : “*Kalau pas tebakamu bener tapi kamu nggak nyebutin jawaban milikmu gimana rasanya?*”
 (“How did you feel when your prediction **was accurate but you did not mention** your answer?”)
- S : “*Yaa gelo juga si sebenarnya, hehe.*”
 (“**I was little bit disappointed.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were happy when their predictions during the activity using Directed Reading-Thinking Activity (DR-TA) were accurate. They were delighted when they mentioned their predictions and they were accurate. They were also eager to show their reading comprehension ability among their classmates. They were delighted when their works were satisfied. They seemed to be happy when the teacher praised them or when the other students recognized their achievement. In other words, it is said that they were gratified when they receive a tangible form of recognition for their achievement in reading.

During the third meeting, it was recorded that the students' reading motivation in the area of recognition was high. It is indicated in the following field note.

Siswa bersemangat saat menuliskan jawaban mereka di media transparansi di depan kelas. Siswa yang lain memperhatikan dengan seksama.

The students **were enthusiastic to write their answers on the transparency media in front of the class**. The other students paid attention fully.

Field Notes

The field note shows that one of the factors that evoked students' reading motivation was the gratification to receive praise for their reading achievement. The data suggest that the being noticeable motivation was in line with the motivation to improve reading comprehension ability. In other words, it is said that the implementation of the reading comprehension strategies evoked students' reading motivation successfully by taking benefit of students' eagerness of being recognized.

(8) Grades

Reading for grades is associated mainly with the desire to be favorably evaluated by the teacher. During the first meeting, it was noticed that students' reading motivation in the area of grades was high. For most of the students, getting good grades was an important matter. They were worried of getting poor reading grades as indicated in the following interview fragments.

- R : "*Kemarin waktu test yang pertama itu dapat berapa, Dik?*"
 ("How was your score of the first reading comprehension test?")
- S : "*Wah jelek punyaiku, cuma dapat 6.3.*"
 ("My score was bad, I only got 6.3.")
- R : "*Pengen naik lagi nggak nilainya?*"
 ("Do you want to get the better score?")
- R : "*Yo iyalah Mbak, kalau bisa nyampe KKM.*"
 ("Yes, of course, Mam. **I do hope that I could reach the KKM.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Antara dinilai sama enggak sama apa beda Dik kamu ngerjain tugasnya?*”
 (“Are there any differences of motivation between assessed task completion and non assessed task?”)
- S : “*Ya agak beda si Mbak. Kalau yang dinilai tu aku lebih niat, ntar kalau nggak niat nilainya jelek.*”
 (“Actually, it’s little bit different, Mam. **I was more serious in accomplishing the assessed task or I would get bad score.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments reveal the students’ motivation to get good reading grades. They expected that they would be able to pass the minimum mastery criteria. This perception led them to give more effort for the assessed task better than the non-assessed task. They were anxious of getting bad score if they did not seriously accomplish the assessed task.

To conclude, reading for grades was highly influential towards the students’ reading motivation. Most of the students considered that getting good reading grade was important. Consequently, they read well to improve their grades. So far, it was not contra productive with the goal of reading comprehension learning. There were two benefits reaped. Firstly, they were motivated to read the text well. Secondly, they got good reading scores. However, this tendency turned to be contra productive when the students plagiarized the others’ work to get good grades as quoted in the following interview fragment.

- R : “*Saat mengerjakan pekerjaan yang dinilai gitu kamu ketika nggak bisa mengerjakan liat punya temen nggak?*”
 (“Did you cheat your friend when you were not able to do the assessed task?”)
- S : “*Hehe, iya Mbak dikit-dikit.*”

(“Hehe, **sometimes I did cheating**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

R : “*Kok tadi nyonto punya temenmu kenapa, Dik?*”

(“Why did you cheat your friend’s work?”)

S : “*Takut kalau dinilai ntar punyaku kosong, Mbak.*”

(“**I was worried if the task would be assessed**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments indicate that sometimes the students cheat the other students’ work when they were not able to do the task, particularly the assessed one. They were worried if they could not completely accomplish the assessed task. Consequently, they copied the other students’ work. This phenomenon signals that sometimes reading for grades was misplaced. Some students emphasized more on the scores rather than taking benefit of the reading comprehension learning. They worried of getting bad reading grades. Consequently, some of the students did plagiarism to accomplish the task. To cope with such condition, the teacher encouraged the students to be confident with their own competency. Finally, the condition was changed in the second meeting.

During the second meeting, it was noticed that the students’ perception towards reading grades was changed. Most of the students had valued the importance of comprehending text rather than getting good reading scores. This perception positively contributed towards students reading motivation. They considered that having good reading grades is important but having excellent reading comprehension ability is crucial. As the result, the students did the task

not with the score-minded view but the goal-minded ones. It can be noticed in the following data.

Siswa berusaha melengkapi prediksi mereka sebaik mungkin. Beberapa dari mereka meminta waktu tambahan saat mereka belum selesai menuliskan prediksi mereka.

The students **tried to accomplish their predictions as well as they could do**. Some of them asked for the injury time when they had not finish writing their predictions.

Field Notes

- R : “*Tadi tau nggak kalau pekerjaannya nggak dinilai?*”
 (“**Didn’t you know that the activity was not assessed?**”)
 S : “*Iya, tahu Mbak.*”
 (“**Yes I knew it, Mam.**”)
 R : “*Gimana tadi Dik kegiatan nebak-nebaknya?*”
 (“How was the prediction activity we had done?”)
 S : “*Asyik seru, Mbak.*”
 (“**It was enjoyable and interesting, Mam.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data reveal the students’ excitement in accomplishing the task during the implementation of the Directed Reading-Thinking Activity (DR-TA) strategy. Different with the previous meeting, it is found that during this meeting the students did the task eagerly though they knew that there was no assessment for it. They did not care that the predicting activity was not assessed and kept enjoying the activity. During the prediction phases of the DR-TA strategy, some students asked for the injury time since they had not completed their predictions. It indicates that they attempted to accomplish the task maximally.

With regard to the presented data, it is inferred that the students were not only keen on getting good reading grades but also on mastering reading comprehension ability as well. They enjoyed reading comprehension learning and tried hard to accomplish the task though they knew that there was no assessment for the task. In short, it is concluded that during the second meeting, students' reading motivation in the area of grades was high. The motivation to get good reading grades was positively contributed towards their overall reading motivation.

The condition continuously happened in the third meeting. During the third meeting, the students were highly enthusiastic to get good grades. In line with their enthusiasm of getting good grades, they were also enthusiastic to comprehend the text as indicated in the following field note.

Saat diminta bekerja secara individu, hampir seluruh siswa mengerjakan secara mandiri. Sudah tidak tampak lagi siswa yang menyontek pekerjaan temannya. Saat mengalami kesulitan, siswa memilih untuk bertanya kepada guru atau peneliti.

When the students were asked to do the task individually, **almost none of the students did cheating**. They did the task independently. When they found difficulties in task completion, **they asked for the assistances from the teacher or the researcher**.

Field Notes

The field note implies that the students' awareness of the significance of reading comprehension ability mastery was improved. They did not solely focus on getting good grades but also on the mastery of reading comprehension ability. As the effect, they did not cheat anymore as they did in the first meeting. In short, it is concluded that during the third meeting the students' reading motivation in

the area of grades was high. The students' motivation to get good reading grades had positive correlation with their eagerness to improve their reading comprehension ability. It means that reading for grades was mutually related with the overall students' reading motivation.

(9) Competition

Competition is one of the aspects of reading motivation that refers to the individual's attempt to outperform others in reading. The results of the observation in the first meeting show that during the first meeting the students' reading motivation in the area of competition was low. Most of the students were less competitive. Competition aspect did not contribute significantly to the students' reading motivation as indicated in the following interview fragment.

- R : *"Kira-kira kenapa Dik kok tadi Adik belum selesai ngerjainnya?"*
 ("What was your barrier so that you haven't finished it?")
 S : *"Soalnya aku santai paling Mbak ngerjainnya."*
 ("Maybe it's because I dawdled, I am too slow doing the task.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Kalau teman lain sudah selesai mengerjakan dan kamu belum rasanya kemrungsung nggak, Dik?"*
 ("When the other students have finished their task and you haven't done, did you feel hurried?")
 S : *"Hehe, biasa aja Mbak. Soale biasanya juga ketinggalan aku, Mbak. Haha."*
 ("No, I didn't feel hurried, Mam. I often experienced it. Haha.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the factor that may lead the students to be slow in the task completion was because they dawdled during the task completion. They did not feel hurried when the other students have finished their task while they have not done. They considered that being late in task completion was a common matter since they often experienced it. They did not feel disappointed when they failed to complete the task on time. This framework led them to be slow in completing the task.

In brief, the students' reading motivation in the area of competition was low. The students were not eager to compete among other students in the reading comprehension learning. Their less impulse to compete finally drove them to be less motivated readers. However, this condition changed in the second meeting.

During the second meeting, the observations indicated that the students' reading motivation in the area of competition was improved. During this meeting, competition aspect significantly evoked students' reading motivation. The students excited to read the text since they felt satisfied when they were able to outperform other students. It can be seen in the following data.

Setelah siswa mengungkapkan prediksi mereka, guru mempersilahkan siswa untuk membaca kelanjutan cerita untuk membuktikan prediksi mereka. Beberapa siswa yang berhasil menebak dengan tepat bersorak karena senang.

After some students stated their predictions, the teacher pleased the students to read the next part of the text to prove their predictions. **Some students who predicted accurately cheered for their achievement.**

Field Notes

R : *“Tadi kayaknya ada bagian yang cuma kamu sendiri ya yang berhasil menebak dengan benar?”*

- (“There was a phase in which **you became the only one who predicted accurately**, wasn’t it?”)
- S : “*Iya Mbak.*”
 (“Yes, I did, Mam.
- R : “*Seneng nggak, Dik?*”
 (“Did you feel happy?”)
- S : “*Seneng lah Mbak.*”
 (“Of course **I was delighted**, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were gratified when they predicted accurately during the implementation of the Directed Reading-Thinking Activity (DR-TA) strategy. Indeed, they were more gratified when they become the only one who was accurate in predicting. The facts suggest that the students were satisfied when they were superior to the others. This kind of motivation led them to perform maximal effort in comprehending the text. Referring to the presented data it is inferred that the spirit to compete was mutually contributed towards the students’ reading motivation.

During the third meeting, it is found that the students’ reading motivation in the area of competition was at average rate. The reading comprehension strategies that were implemented in the third meeting were Selective Underlining and Note Taking combined with K-W-L (Know-Want to Know-Learned), and Graphic Organizers for analytical exposition text. During the third meeting, it is noted that the students’ spirit to compete was at moderate level. The level was decline compared with this of the second meeting. It can be seen in the following data.

Siswa terlihat sangat fokus pada pekerjaan masing-masing. Saat diminta untuk mempresentasikan pekerjaan mereka ke depan kelas, sebagian besar siswa tampak masih asyik dengan pekerjaan mereka masing-masing. Beberapa siswa tampak asyik berdiskusi dengan teman sebangku mereka.

The students seemed to be very focus on their tasks. When they were asked to **present their works in front of the class, they seemed to be less enthusiastic. They were enjoying finishing their work.** Some of them were discussing their works with their friend.

Field Notes

The field note shows that during the third meeting, the students did the task seriously. They were very focus on their tasks. When they were asked to present their works in front of the class, they seemed to be less enthusiastic. They were more enjoying finishing their works. Some of them were still discussing their works with their friend.

The data signal that the students focused more on the task completion than performance. The students' spirit to outperform others declined, however, their spirit to comprehend the text improved. The decrease of the students' competition motivation did not undermine their reading motivation. In conclusion, the students were intrinsically motivated to read the text. The students' reading motivation was not depend on their spirit to compete. Their spirit to compete may decline but their reading motivation did not.

(10) Social

Social reasons for reading refer to the process of sharing the meanings gained from reading with others. The observations of the first meeting showed that the students' reading motivation in the area of social reasons was high. The social reasons for reading strongly evoked students' reading motivation. The

students were enthusiastic to crave the social interaction. It can be noticed in the following data.

- R : *“Tadi waktu mbahas teks di dalam kelompok kamu aktif berkontribusi nggak Dik?”*
 (“Did you actively contribute during the activity in group?”)
- S : *“Iya Mbak, kan kelompokan to Mbak jadinya malu nek nggak mbaca tenanan.”*
 (“Yes, I did Mam. **Since it was in group, I felt guilty if I did not read the text carefully.**”)

Interview 7, March 30th, 2012

R: Researcher

S: Student

- R : *“Kenapa Adik suka kerja dalam kelompok?”*
 (“Why did you like to work in group?”)
- S : *“Soalnya lebih santai Mbak, kalau ada yang nggak mudheng bisa saling menambahi.”*
 (“It’s because **I felt comfortable to work in group.** We could **support each other** when there were difficulties in understanding the text.”)

Interview 7, March 30th, 2012

R: Researcher

S: Student

The above interview fragments show that the students actively involved during the group work activity. It was noted that some of them were actively involved in group work since they felt guilty if they did not read the text carefully. Further, some of them they felt comfortable to work in group because they could support each other when they found difficulties in understanding the text.

In reference to the above data, it is inferred that the social aspect strongly evoked the students’ reading motivation. They were motivated to read the text seriously since they felt that as the group members they were responsible to do it. They considered that they have to give meaningful contribution for their group by reading the text carefully. Furthermore, the students felt comfortable to work in

group as they could share their understanding to cope problems in reading comprehension. In other word, it is said that the social aspect had positive correlation with the students' eagerness to improve their reading comprehension ability. It means that social reasons for reading were mutually related with the students' reading motivation.

During the second meeting, the social aspect also strongly contributed to the students' reading motivation. The students were eager to know the other students' answer during the Directed Reading-Thinking Activity (DR-TA) as stated in the following field note.

Perhatian seluruh siswa tertuju pada masing-masing siswa yang mendapat giliran untuk menyebutkan prediksi mereka. Beberapa siswa bahkan hingga berjalan mendekati siswa yang menyebutkan prediksi yang unik atau lucu.

The students paid attention to the students who got their turns to mention their predictions. **Some students even walked up to the students who stated unique or funny predictions.**

Field Notes

The field notes explain how the social reasons evoked students' reading motivation particularly in the second meeting. During this meeting, it was found that the students' reading motivation in the area of social reasons was high. It was indicated when the students paid great attention to the students who were stating their predictions. Some students even walked up to the students who stated unique or funny predictions.

Based on the above data, it is inferred that the students were enthusiastic to crave social interaction. The students did not lose their sense of being socially interacted even when the reading activity was not conducted in group. The

predicting activity of the DR-TA strategy successfully took students' excitement and drove them to paid attention to the other students. The students were very excited to know the other students' predictions. Their excitement signals their desire to be socially interacted with others during the reading activity.

During the third meeting, it was obtained that the social reasons for reading strongly contributed towards the students' reading motivation. During this meeting, it was noticed that the students' passion to be socially interacted was strong as indicated in the following data.

Beberapa siswa mencoba membantu teman mereka yang mengalami kesulitan menyelesaikan aktivitas Underline Me.

Some students tried to help the other students to cope their problems in accomplishing the Underline Me activity.

Field Notes

The field note indicates that during the reading comprehension learning, the students had initiative to help the other students to deal with the problems in comprehending the text. This tendency signals that the students' passion to work with somebody else during the reading comprehension learning was strong. In other word, it is said that during the third meeting, the social aspect had positive correlation with the students' reading motivation.

(11) Compliance

Compliance is one of the reading motivation aspects which refers to the motivation of reading to meet the expectations of others. During the first meeting, it was recorded that the students' motivation in the area of compliance was fair.

They were some students who did not do the task completely. During the given time, some students did not use the time appropriately to finish the task. When the given time was up, some students had not accomplished their tasks. It is indicated in the following data.

Menjelang jam pelajaran berakhir, sekitar separuh siswa belum selesai mengerjakan soal pemahaman teks yang diberikan oleh Guru. Mereka meminta pada Guru untuk menjadikan soal tersebut sebagai PR saja.

At the last minute of the reading comprehension learning, about half of the students had not finished their reading comprehension questions given by the teacher. **They lobbied the teacher to establish the task as their homework.**

Field Notes

The field note explains that in the last minute of the reading comprehension learning, about half of the students had not finished their reading comprehension questions given by the teacher. Then they lobbied the teacher to establish the task as their homework. This data signal that the students run out time and did not finish the reading task as expected by the teacher. However, they lobbied the teacher to establish the task as their homework. This act suggests that they neglected that finishing every reading assignment on time was less important to them. To conclude, students' reading motivation in the area of compliance was at low level.

Different with the previous meeting, during the second meeting, the students tried to accomplish the whole tasks completely and perfectly. Indeed, they raced to finish their works on time as stated in the following field notes.

Siswa nampak bersemangat menyelesaikan prediksi mereka sebelum waktu habis. Setelah selesai menjawab, mereka segera mengangkat panel jawaban mereka.

Sebelum waktu habis, beberapa dari mereka terlihat menurunkan lagi panel jawaban mereka dan menambahkan atau mengoreksi jawaban mereka.

The students seemed **very excited to finish their predictions before the time was over**. Finishing writing the prediction, they raised their panel answers up and waved them. **Before the time up, some of them raised their panel answers down and added or corrected their answers.**

Field notes

R : *“Tadi Adik nebak nggak? Semuanya ditebak atau ada yang tidak ditebak?”*

(“Did you predict all of the phases or there were some phases that you missed?”)

S : *“Semuanya ditebak, Mbak.”*

(“I predicted the whole phases, Mam.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data explain how the students had their reading comprehension learning in the second meeting. The reading comprehension strategy implemented in this meeting was Directed Reading-Thinking Activity (DR-TA). During the prediction phases of the strategy, the students seemed very excited to finish their predictions before the time was over. Indeed, they tried to state their predictions in the whole phases. Finishing writing the prediction, they raised their panel answers up and waved them. Before the time up, some of them raised their panel answers down and added or corrected their answers.

The data suggest that the students craved to finish the tasks on time and ideally. As the implication of these desires, they did not avoid the task which were instructed by the teacher. They also tried to think deeply towards the text in order to give the best answer. Further, they tried to finish the task promptly. It means that the desire to comply the learning goals contributed positively towards

students' reading motivation. The compliance factor diminished the work avoidance tendency. In short, the students' reading motivation in the area of compliance was at high level.

This condition continued steadily during the third meeting. The observation towards reading comprehension learning showed that students' reading motivation in the area of compliance was at high level. It was noticed that the students tried to accomplish the task as they expected to do. It can be seen in the following data.

Jam pelajaran telah habis dan beberapa siswa belum selesai melengkapi Graphic Organizers mereka. Beberapa masih berdiskusi dengan teman sebangku mereka untuk menyelesaikannya. Siswa meminta peneliti menunggu sebentar sampai mereka menyelesaikannya.

The learning time was over but some students had not finished writing their Graphic Organizers. Some of them were still discussing the problems in accomplishing the task with their classmate. **The students asked the researcher to wait until they finished their works.**

Field Notes

The field note shows that the students were enthusiastic to accomplish their assignment pleasingly though the time was over. It suggests that they read the text not only because they have to but also because they eager to. This condition was very different with that of the first meeting. In the first meeting, it is found that when the students had not finished their task, they asked the teacher to make the task as their homework. They tended to avoid the reading activity. In other hand, during the third meeting they were very excited to accomplish the task. They kept trying to finish the task though the time was over.

To conclude, the students' reading motivation during the third meeting was strongly evoked by their desire to comply the expected criteria that should be achieved. The desire to comply the expected requirements had motivated students to read. It means that compliance aspect was mutually correlated with the students' reading motivation.

b) Reading Engagement

(1) Observation Checklist of the Overall Students Reading Engagement

The discussion about students' reading engagement covered four areas, those are; affective reading engagement, behavioral reading engagement, cognitive reading engagement, and social reading engagement. The results of the observations can be seen in the following tables.

Table 4.8. Observation's Results of Reading Engagement in the Cycle 1

Meeting/ Cycle	Reading Comprehension Strategies	Text Types	ARE	BRE	CRE	SRE
1/ Cycle I	Semantic Webbing	Report	●	●	●	●
2/ Cycle I	Directed Reading-Thinking Activity (DR-TA) + Graphic Organizers	Narrative	●	●	●	●
3/ Cycle I	Selective Underlining and Note Taking + K-W-L using conventional rubric + Graphic Organizers	Analytical Exposition	●	●	●	●

● Very high ● High ● Fair ● Low ● Very low

ARE : Affective Reading Engagement
BRE : Behavioral Reading Engagement
CRE : Cognitive Reading Engagement
SRE : Social Reading Engagement

The discussion is organized in four issues. Those are affective reading engagement, behavioral reading engagement, cognitive reading engagement, and social reading engagement.

(a) Affective Reading Engagement

In the first meeting of Cycle 1, it was recorded that the students' affective reading engagement was low. The class was silent. Most of the students were shy to express their ideas. They had not fully enjoyed the reading comprehension learning. During the group works, the interactions were poor. The group works were still dominated by clever students while the underachiever students were tended to be passive. Most of the students' attitude did not imply excitement. Their facial expression showed less interest and enthusiasm. They rarely made noises, jokes, or expressions which suggest interest. They were less excited in learning new things.

In the second meeting of Cycle 1, it was recorded that the students' affective reading engagement was very high. The class was lively. Most of the students were confident to express their ideas. They completely enjoyed the reading comprehension learning. Students' attitude implied high excitement. Their facial expression showed high interest and enthusiasm. They freely made noises, jokes, or expressions which suggest interest. They were very excited in learning new things.

In the third meeting of Cycle 1, it was recorded that the students' affective reading engagement was fair. The class was slightly silent. Some of the students were shy to express their ideas. Some of them did not fully enjoy the reading

comprehension learning. They showed slightly excitement. Their facial expression showed moderate interest and enthusiasm. Sometimes they made noises, jokes, or expressions. They were fairly excited in learning new things.

(b) Behavioral Reading Engagement

In the first meeting of Cycle 1, it was recorded that the students' behavioral reading engagement was fair. Some of the students did not focus on task. They worked with slightly amount of disruptions. Sometimes they need to be forced to get to work. Furthermore, some of them easily gave up as they found difficulties during the reading comprehension learning. They were slightly comfortable to ask help from the teacher and the researcher when they found learning problems. This condition changed during the second meeting.

Based on the observations conducted in the second and third meeting, it was noted that students' affective reading engagement was at high level. Most of the students focused on the reading comprehension learning with minimum disruptions. They did not need to be forced to get to work. Furthermore, most of them did not easily give up as they found difficulties during the reading comprehension learning. They asked help from the teacher and the researcher when they found learning problems. This state steadily happened during the third meeting.

(c) Cognitive Reading Engagement

In the first meeting of Cycle 1, it was recorded that the students' cognitive reading engagement was fair. Some of the students expressed thoughtful ideas and

answers. Sometimes, they asked questions that were relevant or appropriate to learning. Some of them applied reading comprehension strategies effectively. They slightly focused on the text meaning. Some of them understood the learning goals that they have to accomplish. Sometimes they shared their opinions and reflected on complex problems.

In the second meeting of Cycle 1, it was recorded that the students' cognitive reading engagement was high. Most of the students expressed thoughtful ideas and answers. They asked questions that were relevant or appropriate to learning. They applied reading comprehension strategies effectively and focused on the text meaning. Most of them understood the learning goals that they have to accomplish. They often shared their opinions and reflected on complex problems.

In the third meeting of Cycle 1, it was recorded that the students' cognitive reading engagement was very high. Almost all of the students expressed thoughtful ideas and answers. They often asked questions that were relevant or appropriate to learning. They applied reading comprehension strategies effectively and focused on the text meaning. Almost all of them understood the learning goals that they have to accomplish. They often shared their opinions and reflected on complex problems.

(d) Social Reading Engagement

In the first meeting of Cycle 1, it was recorded that the students' social reading engagement was low. Most of the students were not enthusiastic when

there was their classmate that was speaking. They rarely initiated interaction. They did interaction less eagerly and less willingly discussed ideas with other students. Their attitude showed less desire to share response or comments.

In the second meeting of Cycle 1, it was recorded that the students' social reading engagement was very high. Almost of the students were very enthusiastic when there was their classmate that was speaking. They often initiated interaction and did it eagerly. Almost of them willingly discussed ideas with other students. Their attitude showed very high desire to share response or unsolicited comments.

In the third meeting of Cycle 1, it was recorded that the students' social reading engagement was fair. Some of the students were not enthusiastic when there was their classmate that was speaking. They rarely initiated interaction and did it slightly eagerly. Sometimes they willingly discussed ideas with other students. Their attitude showed slight desire to share response or comments.

(2) Reading Engagement Index

The researcher and the second observer conducted observations on the students' reading engagement by using Reading Engagement Index observation checklist. The result of the observation was recorded in the following table.

Table 4.9. Reading Engagement Index in Cycle 1

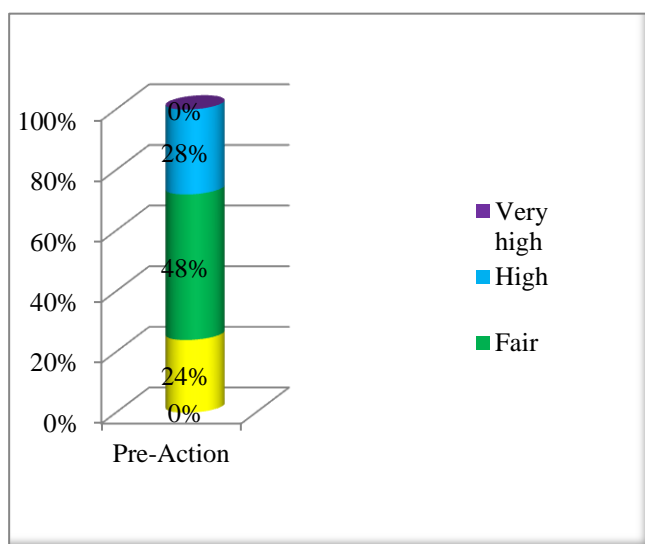
Score	Frequency	Percentage	Category
$X > 28.05 - 35.0$	0	0%	very high
$X > 23.35 - 28.05$	7	28%	high
$X > 18.65 - 23.35$	12	48%	fair
$X > 13.95 - 18.65$	6	24%	low
$X \leq 13.95$	0	0%	very low

Mean	21.18
------	-------

The Reading Engagement Index (REI) before the implementation of the action indicates that there was 0 (zero) student who was completely engaged in reading, 7 (seven) students who were very engaged in reading, 12 (twelve) students who were moderately engaged in reading, 6 (six) students who were lack of reading engagement, and 0 (zero) student who was very lack of reading engagement. The data implies that students' reading engagement was improved.

The comparison between the students who were completely engaged, very engaged, moderately engaged, lack engaged, and very lack engaged can be seen in the following figure.

Figure 4.3. **Percentage of Reading Engagement Index (REI) in Cycle 1**



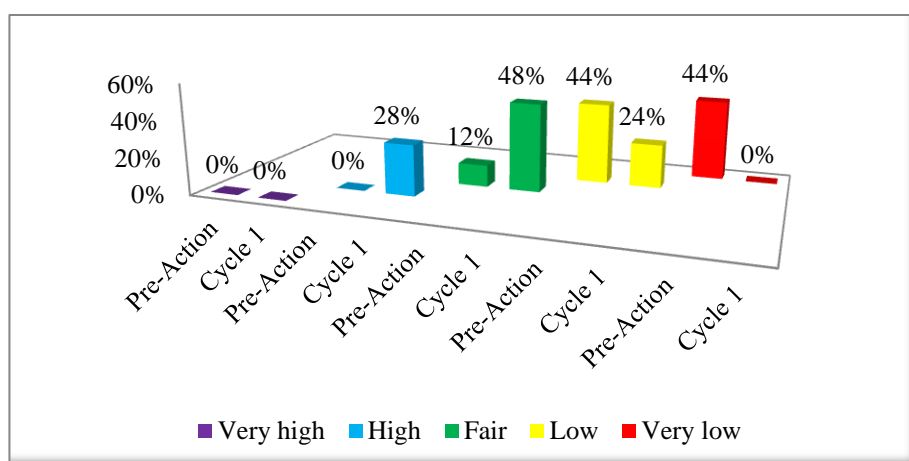
The comparison of the students' Reading Engagement Index (REI) before the action and after the implementation of Cycle 1 can be seen from the following table.

Table 4.10. The Comparison of Reading Engagement Index (REI) on Pre-Action and Cycle 1

Category	Score	Period	f	%	Improvement
Very high	$X > 28.05 - 35.0$	Pre-action	0	0%	0%
		Cycle 1	0	0%	
High	$X > 23.35 - 28.05$	Pre-action	0	0%	+28%
		Cycle 1	7	28%	
Fair	$X > 18.65 - 23.35$	Pre-action	3	12%	+36%
		Cycle 1	12	48%	
Low	$X > 13.95 - 18.65$	Pre-action	11	44%	-20%
		Cycle 1	6	24%	
Very low	$X \leq 13.95$	Pre-action	11	44%	-44%
		Cycle 1	0	0%	

The clear view of the students' reading comprehension ability can be seen in the following figure.

Figure 4.4. Comparison of Reading Engagement Index (REI) on Pre-Action and Cycle 1



From the above data, it is clear that there was an increase of the number of the students who were highly engaged in from 0 (zero) to 7 (seven) students. There was also an increase of the number of the students who were moderately engaged in reading from 3 (three) student to 12 (twelve) students. There was also a decrease of the number of the students who were low engaged in reading from 11 (eleventh) students to 6 (six) students. There was also a significant decrease of the number of the students who were very low engaged in reading from 11 (eleventh) students to 0 (zero) student. Unfortunately, there was no student who was completely engaged in reading. The improvement of the students who were completely engaged was 0%, highly engaged was 28%, moderately engaged was 36 %, while the students who were low engaged was decreased 20 %, and very low engaged was decreased 44%.

c) Reading Comprehension Ability

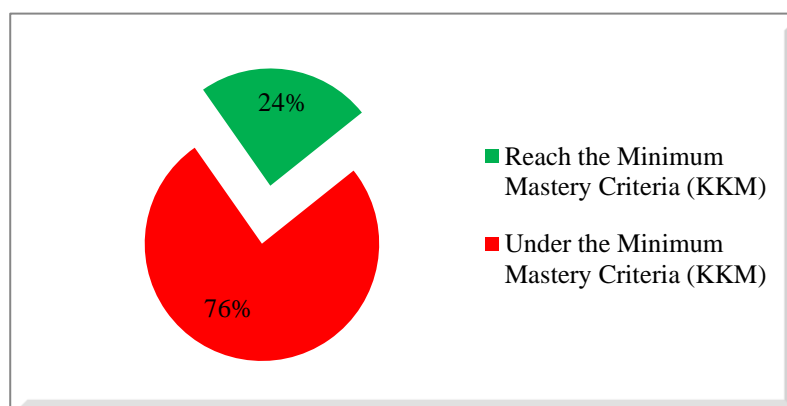
In order to monitor the students' reading comprehension ability, the researcher gave reading comprehension test after the action in the Cycle 1 was done. The following is the result of the test after the implementation of Cycle 1:

Table 4.11. The Students' Reading Comprehension Ability Score after Cycle 1

Mean	Reach the Minimum Mastery Criteria (KKM)	Under the Minimum Mastery Criteria (KKM)
6.9	6 students (24%)	19 students (76%)
<i>The Minimum Mastery Criteria (KKM)= 7.5</i>		

The table shows that the mean of the students' score of reading comprehension ability before the action was 6.9. There were 19 (nineteen) students who were not able to reach the Minimum Mastery Criteria (KKM). There were 6 (six) students who reached were able to reach the Minimum Mastery Criteria (KKM). The comparison between the students who passed the standard curriculum and those who were not can be seen in the following figure.

Figure 4.5. Percentage of the Students' Reading Comprehension Ability Score after Cycle 1



The figure shows that there were 24 % students who passed the standard score of curriculum. The students who were failed to reach the standard score of curriculum were 76 %. The result implies that the students' reading comprehension ability had not met the expectation.

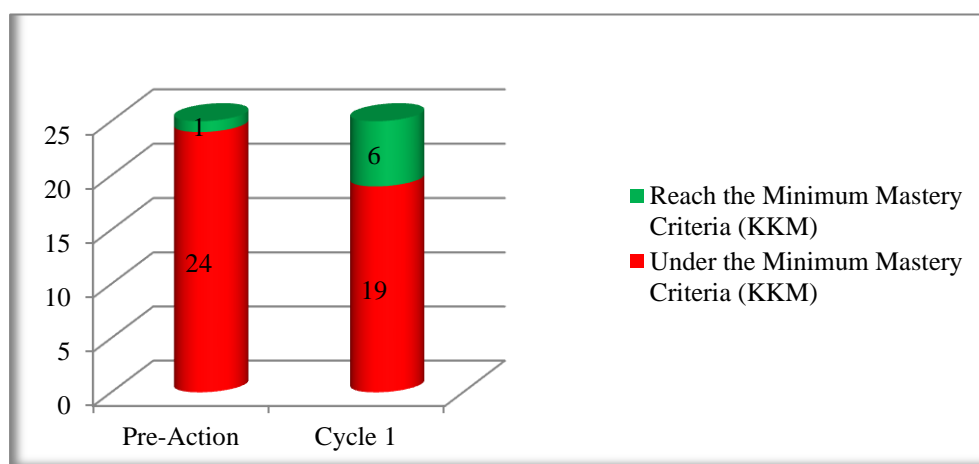
The comparison of the students' reading comprehension ability before the action and after the implementation of Cycle 1 can be seen from the following table.

Table 4.12. Comparison of the Students' Reading Comprehension Ability on Pre-action and after Cycle 1

	Pre-Action	Cycle 1	Improvement
Reach the Minimum Mastery Criteria (KKM)	4%	24%	+20%
Under the Minimum Mastery Criteria (KKM)	96%	76%	-20%
Mean	6.3	6.9	0.6 points (8.7%)

The clear view of the students' reading comprehension ability can be seen in the following figure.

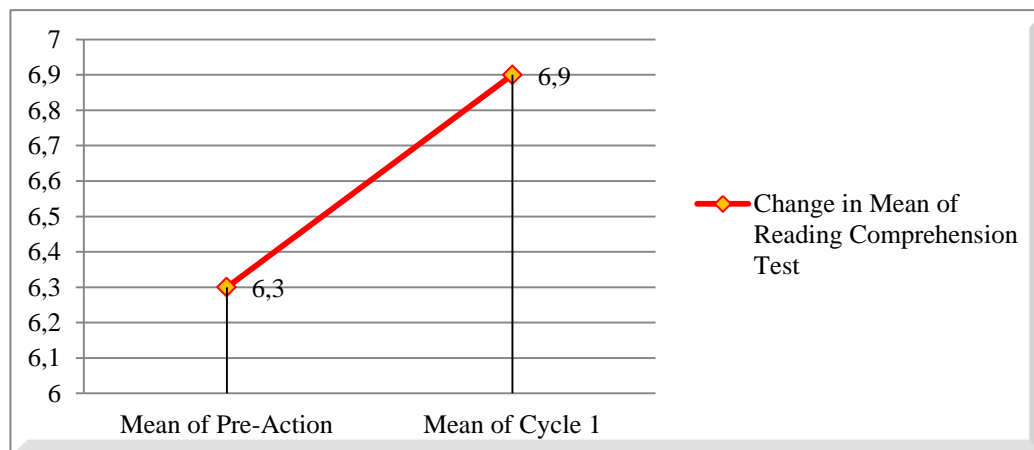
Figure 4.6. Visual Comparison of the Students' Reading Comprehension Ability in Pre-action and after Cycle 1



From the above data, it is clear that there was a decrease of the number of the students who were not passed the standard score of curriculum from 24 (twenty four) students to 19 (nineteen) students. There was also an increase of the number of the students who passed the standard score of curriculum from 1 (one) student to 6 (six) students. The improvement of the students' reading

comprehension ability was 20 %. The mean score was also increased 0.9 points from 6.3 to 6.9.

Figure 4.7. **Comparison in Mean of Reading Comprehension Ability Test in Pre-action and after Cycle 1**



2) Reflection of the Implementation of Multiple Reading Comprehension Strategies

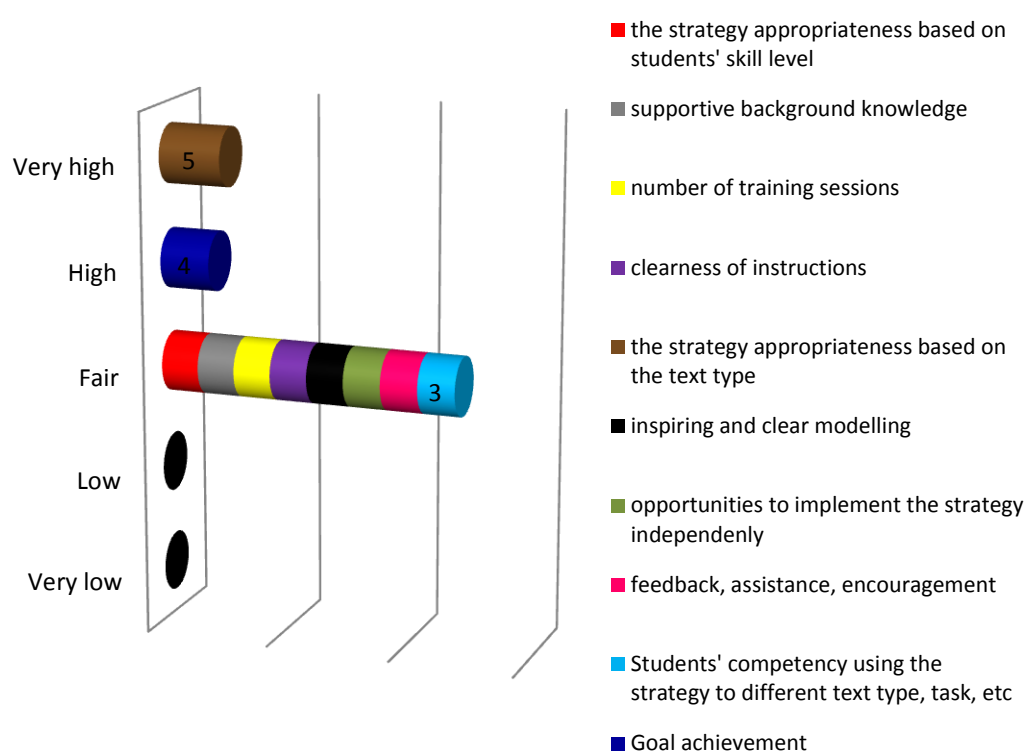
The reading comprehension strategies that were implemented in Cycle 1 were Semantic Webbing, Directed Reading Thinking Activity (DR-TA) combined with Graphic Organizer for narrative text, Selective Underlining and Note Taking combined with K-W-L (Know-Want to Know-Learned), and Graphic Organizer for analytical exposition text.

a) Semantic Webbing

Semantic webbing was implemented in the 1st meeting. The semantic webbing was labeled as 'spider web'. This label was used to familiarize the strategy. The students wrote the semantic webbings in pieces of paper based on the given topics. Since this is the first time for the students and the teacher

implementing the strategy, the overall quality was still moderate. There were some aspects of the strategy implementation that need to be improved. However, the strategy was appropriate for the text type used in this meeting. The text type was report. The goal of the reading comprehension learning was also achieved. The overall observation results can be seen in the following figure.

Figure 4.8 Observation's Results on the Implementation of Reading Comprehension Strategies in the First Meeting of Cycle 1



It was observed that the students did not find serious problems during the implementation of the strategy. The discussed topics were familiar with the students. They were about Wildlife particularly about monkeys, cheetahs, and

kangaroos. The familiar topics enabled the students to recall a lot of background knowledge about them which were useful for understanding the texts.

Based on the observation checklist filled by two observers, it was recorded that the students get enough number of training sessions during the semantic webbing implementation. Initially, the teacher introduced the strategy and asked them to participate in the whole class activity. The first training session was in the whole class with full guidance from the teacher. The second training session was in the group work and the third training session was done individually.

The teacher gave the clear instructions. She modeled the semantic webbing inspiringly and clearly. She explained the students that the strategy is beneficial in recalling their previous knowledge. It was also explained that their previous knowledge about the text will promote their reading comprehension.

Indeed, during the actions implementation, it was noted that the semantic webbing was suitable with the text type used. The text type used in the reading comprehension learning was report. Report texts consist of general description of the object supporting with the detailed descriptions of it. This text feature is suitable with semantic webbing strategy. It was because semantic webbing appealed students to note their ideas and organized them in interesting form.

The teacher gave the students opportunities to implement the strategy independently. She guided them fully in the initial activity and then she released the guidance gradually. When they were working in group, she helped the group or the student with learning difficulties. She communicated personally to know the learning barrier of that student's or that group. Then, in accordance with the

increase of the students' understanding, the teacher decreased the intervention and let the students worked independently. However, she gave feedbacks when there were students who were able to do the task well. Furthermore, she encouraged the students to master the strategy.

It was noticed that the students were able to practice the semantic webbing to different situations. There were three kinds of setting used in the reading comprehension learning; those were classroom discussion, group work, and individual work. The last but not least, through the implementation of the strategy, the intended achievement of the reading comprehension learning was achieved. The students were able to understand the descriptions of the object discussed in the report texts and their linguistic features.

Furthermore, the students seemed to enjoy the reading comprehension learning using semantic webbing. They also considered that the strategy was beneficial for their understanding of the text. This statement is reflected in the following interview.

- R : *“Kalau yang ini, Dik, yang kegiatan yang kemarin, yang Adik diminta membuat Spider Webitu gimana Dik, menurut Adik? Membantu pemahaman apa enggak?”*
 (“What do you think about our yesterday’s activity in which you were asked to make Spider Web? Did it help you to understand the text better?”)
- S : *“Iya Mbak, menarik itu, membantu pemahaman juga.”*
 (“Yes, it did. It was interesting and beneficial for my comprehension.”)

Interview 9, March 31st, 2012

R: Researcher

S: Student

- R : *“Apa yang membuat Adik lebih suka nulis Spider Web dulu daripada membaca teks langsung?”*
 (“What made you preferred to write Spider Web first than directly reading the text?”)
- S : *“Apa ya...kalau teks langsung tuh kayaknya gimana gitu lho...untuk memahaminya tuh males gitu....”*
 (“I think directly reading the text was not interesting. I was not motivated to comprehend the text.”)

Interview 8, March 31st, 2012

R: Researcher

S: Student

- R : *“Menurut Adik lebih enak mana, disuruh langsung membaca teks atau diawali dengan nulis Spider Web?”*
 (“Which one do you think better for you, directly reading the text or initiated with writing the Spider Web?”)
- S : *“Ya yang nulis duluuu lahhh....”*
 (“Writing the Spider Web was much better.”)

Interview 23, April , 2012

R: Researcher

S: Student

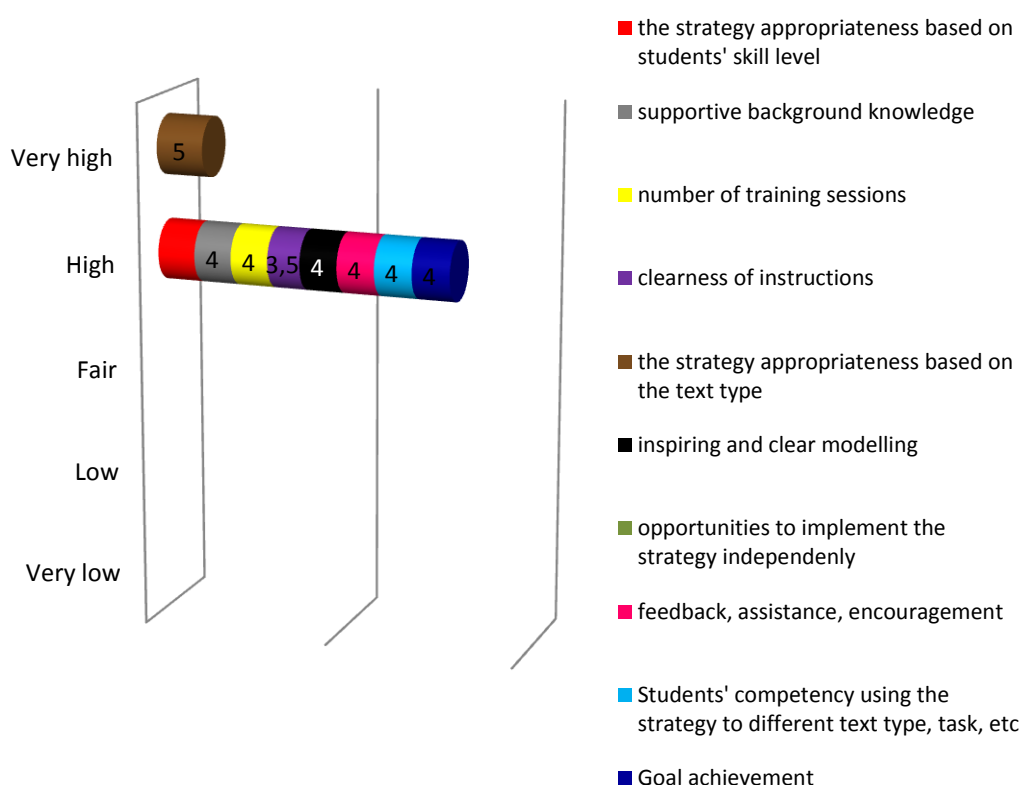
The interview fragments show that the students were enthusiastic in having the activities using semantic webbing. They were more enthusiastic in having the semantic webbing to initiate reading activities rather than directly reading the texts. They were not motivated to read the texts which were directly given to them. Knowing that the texts were long and complicated, they lost their motivation. In contrary, writing the semantic webbing before get into the reading activity helped them to evoke their reading motivation.

b) Directed Reading Thinking Activity (DR-TA) and Graphic Organizer for Narrative Text

Directed Reading Thinking Activity (DR-TA) and Graphic Organizer for narrative text was implemented in the 2nd meeting. The Directed Reading Thinking

Activity (DR-TA) was labeled as ‘Dare to Predict’ and the Graphic Organizer was labeled as ‘Smart Chart’. In the practice phase, the students wrote their predictions of DR-TA in rubrics. In the production phase, they wrote their predictions in a panel answer. The shapes of the graphic organizers were provided for the students so that they just directly filled them. The overall quality of the strategy implementation was high. There were some aspects of the strategy implementation in the first meeting that had been improved. However, the strategy was appropriate for the text type used in this meeting. The text type was report. The goal of the reading comprehension learning was also achieved. The overall observation results can be seen in the following figure.

Figure 4.9. **Observation’s Results on the Implementation of Reading Comprehension Strategies in the Second Meeting of Cycle 1**



It was observed that the combination of the strategies was suitable for the students, by considering their knowledge and skills level. The core activity of the DR-TA is predicting, reading, and revising. The students did not find serious problems during the implementation of those steps. Predicting was something familiar with their daily life. They had enough background knowledge to implement the strategy.

Based on the observation checklist, it was also recorded that the students get enough number of training sessions during the implementation of the strategies. Initially, the teacher introduced the strategies and asked them to participate in the whole class activity. The first training session was in the whole class with full guidance from the teacher. The second and third training sessions were done individually.

The teacher gave the clear instructions. She modeled the strategies inspiring and clearly. She explained the students that the Directed Reading Thinking Activity (DR-TA) is beneficial to comprehend and remember the storyline and the Graphic Organizer is fruitful to sum the main point of the texts and understanding the organization of the ideas.

Indeed, during the actions implementation, it was noted that the Directed Reading Thinking Activity (DR-TA) and Graphic Organizer were suitable with the text type used. The text type used in the reading comprehension learning was narrative. Report texts consist of sequence of events building the story. They are

orientation, complication, and resolution. Those sequences were appropriate as the subject of the prediction. The graphic organizer used was for narrative.

The teacher gave the students opportunities to implement the strategy independently. She guided them fully in the initial activity and then she released the guidance gradually. When they were working in group, she helped the group or the student with learning difficulties. She communicated personally to know the learning barrier of that student's or that group. Then, in accordance with the increase of the students' understanding, the teacher decreased the intervention and let the students worked independently. However, she gave feedbacks when there were students who were able to do the task well. Furthermore, she encouraged the students to master the strategy.

It was noticed that the students were able to practice the strategies to different tasks. In the presentation phase, they tried to implement the strategies towards a film fragment. In the practice phase, they practiced the strategies in the short text. The DR-TA rubric was in the form of table. In the production phase, they practiced the strategies in the long text. The DR-TA rubric was in the form of panel answer and the activity was set as a game. The last but not least, through the implementation of the strategies, the intended achievement of the reading comprehension learning was achieved. The students were able to understand the linguistic features of the text.

Furthermore, the students considered that DR-TA was beneficial for them. This strategy assisted them to memorize the storyline and drilled their thinking. It can be seen from the following interview transcripts.

- R : *“Apa manfaat yang kamu rasakan dari kegiatan DR-TA?”*
 (“What are the benefits that you got from DR-TA?”)
- S : *“Apa ya..., emmm, emmm, opo yo, melatih feelingtentang jalan cerita, terus ya itu tadi melatih memori.”*
 (“Emm, emm, I think it sharpens our sensitivity of storyline and assists our memory.”)
- R : *“Trus ada lagi nggak Dik?”*
 (“Is there any other benefit?”)
- S : *“Emm, sama itu Mbak kalau ini kan karo berpikir. Kalau dibikin tebakan gini aku kan jadi mau nggak mau harus berpikir mbak. Haha....”*
 (“Emm, I think it also promotes our thinking. By doing predicting, there is no reason for me to avoid the task.”)

Interview 22, March 31st, 2012

R: Researcher

S: Student

- R : *“Dari melesetnya tebakanmu itu tadi, kamu dapat sesuatu nggak?”*
 (“Didyou get something to be learnt from your wrong prediction?”)
- S : *“Ya iya, jadi tambah semangatuntuk lebih teliti lagi memahami.”*
 (“Yes, I am being more eager to read the text comprehensively.”)

Interview 9, March 31st, 2012

R: Researcher

S: Student

- R : *“Kalau menurutmu nebak-nebak kayak gitu tuh asik nggak Dik?”*
 (“Do you think predicting activity that we have donewas enjoyable?”)
- S : *“Asik.”*
 (“It was enjoyable.”)
- R : *“Terus...?”*
 (“What else?”)
- S : *“Menantang.”*
 (“It was challenging.”)

Interview 24, April, 2012

R: Researcher

S: Student

- R : *“Menurut kamu dengan menebak-nebak tukamu dapat manfaat apa?”*

- S : (“What was the benefit from predicting activity?”)
 : “*Jadi lebih paham alur cerita, lebih inget.*”
 (“I could understand the storyline better and memorize it.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The students were also considered that graphic organizer was beneficial to promote their reading comprehension. It can be seen in the following interview

- R : “*Apa manfaat yang kamu rasakan dari strategi ini Dik?*”
 (“What is the benefit of the strategy?”)
 S : “*Ya, manfaatnya tuh kita jadi tahu jalannya teks dari awal sampai akhir gitu lho mbak. Tahu inti-intinya sama itu lho mbak struktur teks.*”
 (“It helped me to understand the text from the beginning until the end, Mam. I mean we could understand the main points of the text and the generic structure of the text.”)

Interview 22, April 28, 2012

R: Researcher

S: Student

- R : “*Kalau yang dibikin Smart Chart itu membantu nggak, Dik?*”
 (“Do you think smart chart was beneficial for you?”)
 S : “*Mbantu banget.*”
 (“Yes, it’s absolutely beneficial!”)

Interview 23, April 28, 2012

R: Researcher

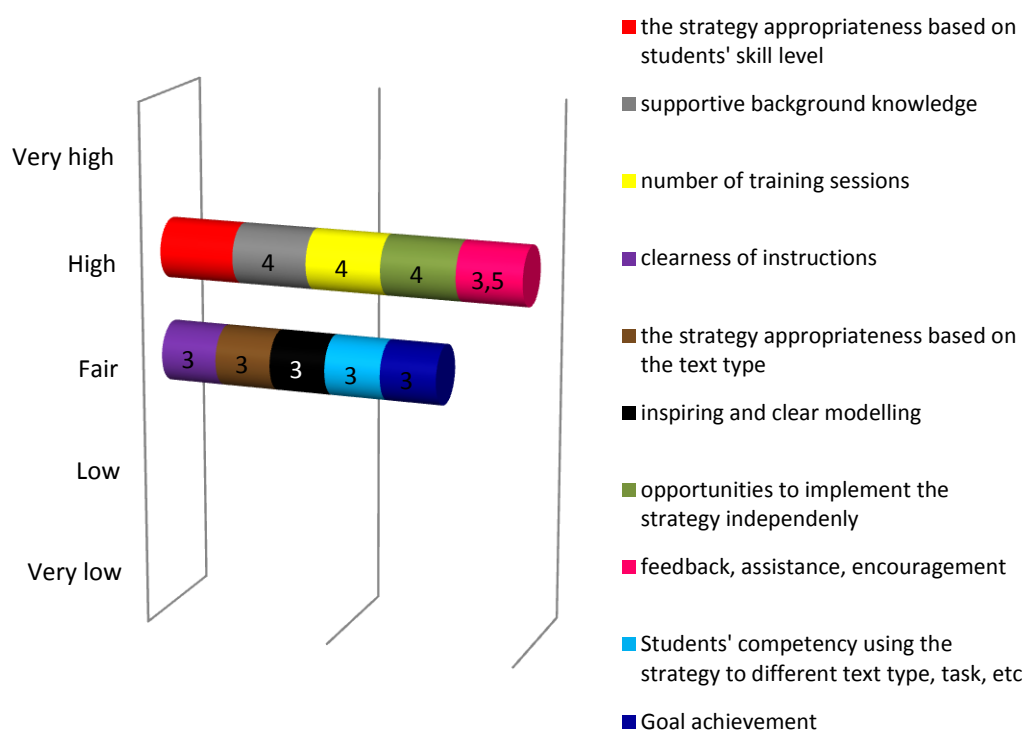
S: Student

c) Selective Underlining and Note Taking, K-W-L (Know-Want to Know-Learned), and Graphic Organizers

The combination of Selective Underlining and Note Taking, K-W-L (Know-Want to Know-Learned), and Graphic Organizers was implemented in the 3rd meeting. The Selective Underlining and Note Taking was labeled as ‘Underline

Me', the K-W-L (Know-Want to Know-Learned) was labeled as K-W-L, and the Graphic Organizer for analytical exposition text was labeled as 'Smart Chart'. The overall quality of the strategies implementation was high. However, there were some aspects of the strategy implementation that decreased compared with this of the second meeting. The overall observation results can be seen in the following figure.

Figure 4. 10. **Observation's Results on the Implementation of Reading Comprehension Strategies in the Third Meeting of Cycle 1**



It was observed that the combination of Selective Underlining and Note Taking, K-W-L (Know-Want to Know-Learned), and Graphic Organizers was suitable for the students, by considering their knowledge and skills level. The core

activity of the DR-TA is predicting, reading, and revising. The students did not find serious problems during the implementation of those steps. Predicting was something familiar with their daily life. They had enough background knowledge to implement the strategy.

Based on the observation checklist, it was also recorded that the students get enough number of training sessions during the implementation of the strategies. Initially, the teacher introduced the strategies and asked them to participate in the whole class activity. The first training session was in the whole class with full guidance from the teacher. The second and third training sessions were done individually.

The teacher gave the clear instructions. She modeled the strategies inspiringly and clearly. She explained the students that the Directed Reading Thinking Activity (DR-TA) is beneficial to comprehend and remember the storyline and the Graphic Organizer is fruitful to sum the main point of the texts and understanding the organization of the ideas.

Indeed, during the actions implementation, it was noted that the Directed Reading Thinking Activity (DR-TA) and Graphic Organizer were suitable with the text type used. The text type used in the reading comprehension learning was narrative. Report texts consist of sequence of events building the story. They are orientation, complication, and resolution. Those sequences were appropriate as the subject of the prediction. The graphic organizer used was for narrative.

The teacher gave the students opportunities to implement the strategy independently. She guided them fully in the initial activity and then she released

the guidance gradually. When they were working in group, she helped the group or the student with learning difficulties. She communicated personally to know the learning barrier of that student's or that group. Then, in accordance with the increase of the students' understanding, the teacher decreased the intervention and let the students worked independently. However, she gave feedbacks when there were students who were able to do the task well. Furthermore, she encouraged the students to master the strategy.

It was noticed that the students were able to practice the strategies to different tasks. In the presentation phase, they tried to implement the strategies towards a film fragment. In the practice phase, they practiced the strategies in the short text. The DR-TA rubric was in the form of table. In the production phase, they practiced the strategies in the long text. The DR-TA rubric was in the form of panel answer and the activity was set as a game. The last but not least, through the implementation of the strategies, the intended achievement of the reading comprehension learning was achieved. The students were able to understand the linguistic features of the text.

Furthermore, the students considered that DR-TA was beneficial for them. This strategy assisted them to memorize the storyline and drilled their thinking. It can be seen from the following interview transcripts.

It was noticed that the students got the benefit from the implementation of the Selective Underlining and Note Taking. They were considered that the strategy was interesting as stated in the following interview fragments.

- R : *"Waktu kegiatan Underline Me itu gimana Dik menurutmu, membantu pemahaman teks nggak, Dik? Kalau misalnya range nya 1 sampai 5, berapa Dik membantunya?"*
 ("What do you think about the Underline Me activity? Did it help you to understand the text? If the range was from one to five, how much this strategy helped you?")
- S : *"Tiga, Mbak."*
 ("Three, Mam.")
- R : *"Menarik nggak, Dik?"*
 ("Do you think it is interesting?")
- S : *"Iya, Mbak."*
 ("Yes, it does.")

Interview 16, March 31st, 2012

R: Researcher

S: Student

- R : *"Kalau untuk pemahaman teks secara keseluruhan, 'Underline Me' ini membantunya berapa dik antara 1 sampai 5?"*
 ("For the overall reading comprehension, how much 'Underline Me' helped you? Between one to five ranges, how much was it?")
- S : *"Membantunya ya..., tiga."*
 ("Emm, I think it was three.")

Interview 17, March 31st, 2012

R: Researcher

S: Student

The use of K-W-L strategy was also beneficial for the students. They considered that K-W-L helped them to understand the text. It also improved their reading motivation and reading engagement. Students' responses were presented in the following interview fragments.

- R : *"Kalau yang KWL ini menurut Adik ada manfaatnya nggak?"*
 ("Do you think KWL is beneficial for you?")
- S : *"Ada."*
 ("Yes, it is.")
- R : *"Apa?"*
 ("What is the benefit?")
- S : *"Meringkas, lebih meringkas semuanya. Jadi memahaminya tuh lebih mudah."*
 ("Make the text simpler so I can understand it easily.")

Interview 27, May 12, 2012
R: Researcher S: Student

The above interview fragment shows that K-W-L was beneficial to improve students' reading comprehension. It was because the K-W-L rubric consisting of three aspects. They were students' own knowledge about the topic, their expectation of information they got by reading the text, and the summary of the text. By reflecting on the rubric, the students

Writing the K-W-L also made the students curious about the text, especially the W (Want to Know) section. By writing this section, they wondered of what information the text will provide. They expected to find the points that they want to know after reading the text. Students' responses can be seen in the following interview fragments.

- R : *"Saat diminta menuliskan Want to Know kamu jadi berharap menemukan Want To Know itu di dalam teks yang akan kamu baca nggak?"*
 ("By writing Want to Know section, did you expect to find it in the text that you would to read?")
- S : *"Iya, pengen tahu apa to sakjane tu isi teksnya."*
 ("Yes, I wanted to know what the content of the text was.")

Interview 28, May 12, 2012
R: Researcher
S: Student

- R : *"Dengan ngisi kolom Want to Know Adik jadi mengharapakan pertanyaanmu tersebut terjawab di dalam teks nggak?"*
 (By writing the *Want to Know* section, did you wonder to get the answers in the text?)
- S : *"He eh, pengen. Yang ini bikin aku jadi pengen tahu."*
 ("Yes, I did. This section made me wanted to know about the text?")

Interview 19, April 28, 2012
R: Researcher
S: Student

- R : “*Kalau bagian yang Know gimana, Dik?*”
 (“How was the *Know* section?”)
- S : “*Yang Know itu aku kadang-kadang tulisanku ada yang sama dengan yang ada di teks. Jadinya senang dan semangat! Hehe.*”
 (“Sometimes what I wrote in the *Know* section was relevant with text. It made me happy and motivated to read the text! Hehe.”)

Interview 28, May 12, 2012

R: Researcher

S: Student

- R : “*Yang bagian Want itu gimana Dik bisa ngisinya nggak?*”
 (“Were you able to complete the *Want* section?”)
- S : “*Bisa Mbak, soalnya kan hampir mirip kayak Spider Web.*”
 (“Yes, I was. No, I didn’t because it was similar with the spider web.”)

Interview 16, March 31st, 2012

R: Researcher

S: Student

- R : “*Kalau ngisi Want dulu kok ngrasa PeDesebabnya kenapa, Dik?*”
 (“What made you confident?”)
- S : “*Kalau langsung teksnya dikasih gitu nggak siap gitu lho, Mbak. Kayaknya pengetahuanku tu nol tentang teks yang dibahas itu.*”
 (“I was not ready when I meet the text directly, Mam. I felt that there was nothing I knew about the topic of the text.”)

Interview 25, April 14, 2012

R: Researcher

S: Student

- R : “*Trus kalau yang ini Dik yang bagian yang terakhir, yang kolom Learned itu gimana, Dik? Bisa nggak ngisinya?*”
 (“How was the last section, the *Learned* column. Were you able to complete the section?”)
- R : “*Ya berusaha buat bisa Mbak. Kan tadi tu dah tahu to kalau bakalan ditanyain di belakang, jadinya aku leh mbaca teks dadi niat mbak ra kaya biasane.*”
 (“I tried to complete it, Mam. I had known that after reading we had to write it, so I read the text carefully, better than usual.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

R : *“Kalau yang Learned?”*

(“How was the Learned section.”)

S : *“Aku jadi tahu apa yang udah aku pelajari. Trus aku jadi harus baca teksya bener-bener, kalau enggak ntar aku nggak bisa ngsisinya.”*

(“It reminded me about what I had learned. It also made me to read the text carefully.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

R : *“Kegiatan semacam ini menurut kamu gimana, Dik? Membantu pemahaman apa enggak?”*

(“Did the activity help you? I mean, did it help your comprehension?”)

S : *“Membantu.”*

(“Yes, it did.”)

Interview 13, March 31st, 2013

R: Researcher

S: Student

The interview fragments above imply that the students were curious about the content of the text after they wrote the Want to Know section. It means that the activity evoked their reading motivation. Further, by doing this activity, they were more engaged in reading activity to find out the information they wanted to know. The Learned section was also beneficial to make them kept engaged in reading.

The students also gave positive responses to the implementation of graphic organizer. They considered that the graphic organizer enabled them to understand the structure of the text and the function of each parts of the text. This way improved their reading comprehension. Further, they

- R : *"Kalau menurut Adik mbahas teks dengan cara diringkas di Smart Chart itu mbantu nggak, Dik?"*
 ("Do you think discussing text by summarizing it with Smart Chart was useful for you or not?")
- S : *"He em, iya , iya, mbantu. Mbantunya tuh, kita jadi tahu fungsi-fungsi tiap bagian dalam teks."*
 ("Yes, it was useful. The benefit is that it enables us to know the function of each part of the text.")

Interview 25, April 14, 2012

R: Researcher

S: Student

- R : *"Smart Chart itu menarik nggak Dik menurutmu?"*
 ("Do you think *Smart Chart* was interesting?")
- S : *"Menarik."*
 ("Yes, it was.")
- R : *"Membantu pemahaman nggak, Dik?"*
 ("Did it help you understand the text better?")
- S : *"He em membantu pemahaman."*
 ("Yes, it improved my comprehension.")

Interview 9, March 31st, 2012

R: Researcher

S: Student

- R : *"Apakah menurutmu Smart Chart membantu pemahaman, Dik?"*
 ("Do you think *Smart Chart* help you understand the text better?")
- S : *"Iya mbantu, Mbak."*
 ("Yes, it was helpful, Mam.")
- R : *"Mbantunya dalam hal apa, Dik?"*
 ("What is the benefit that you get from this strategy?")
- S : *"Mbantunya tuh, kita jadi tahu bagian ini tuh buat apa, yang itu tuh buat apa gitu."*
 ("The benefit is that we understand the function of each text's parts.")

Interview 17, March 31st, 2012

R: Researcher

S: Student

3) Problems during the Implementation of Cycle 1

There were some improvements found. However, there were some problems that hindered the process of the action implementations. The problems were related to the implementation of the K-W-L strategy and the unclear instructions.

The first problem was related to the implementation of K-W-L strategy. In the action implementation, some students found difficulties in doing the tasks. They were also less enthusiastic in completing the K-W-L rubric. This fact can be seen from the students' responses that are presented below.

- R : *"Nah kalau ngisi KWL menurutmu gimana, Dik?"*
 ("How did you feel when you wrote K-W-L?")
 S : *"Hahaha, bingung aku, Mbak. Kurang itu lho mbak, kurang bersemangat."*
 ("Hahaha, I was confused, Mam. I think I was not really excited over it.")

Interview 28, May 12, 2012

R: Researcher

S: Student

- R : *"Kalau yang Know nya tuh kamu kok bisa?"*
 ("Why were you able to write the Know section?")
 S : *"Itu aja bisa karena liat temen."*
 ("I was able to do it just because I copied my friend's answer.")
 R : *"Oke, terus Want to Know juga nggak bisa mikir ya?"*
 ("Okay, you were also not able to write the Want to Know section, were you?")
 S : *"Want to Know nya nggak tahu aku."*
 ("Yes, I had no idea to write the Want to Know section.")

Interview 29, May 12, 2012

R: Researcher

S: Student

The above interview fragments show that the students were not enthusiastic to deal with K-W-L strategy. They seemed to be bored with the activity. They even did another activity to release their boredom such as drawing.

The students were not eager to recall their background knowledge about the discussed topic as expected in the K (Know) section. They even plagiarized their friend's work. This means the goal of K (Know) section was not achieved. In this section, the students were expected to recall their background knowledge about the discussed topic to help them comprehend the text. When the students did not write their own background knowledge, they would not get the benefit of their K (Know) section for their comprehension.

In addition, they had no idea of Want to Know section. The W (Want to Know) section reflects their reading goal. It implied their motivation of reading the text. When they were not able to set their own goal, it means that they were not motivated to read.

Some students were also skipped the L (Learned) section. The L (Learned) section indicates what the students get from reading the text. It shows how well the students comprehend the text. Unfortunately, some students found difficulties in completing the L section. It can be seen in the following interview fragment.

- R : *"Oke, nah waktu diminta ngisi Know nya itu bisa nggak Dik?"*
 ("Were you able to complete the *Know* section?")
- S : *"Bisa...."*
 ("Yes, I was....")
- R : *"Kalau ditanya tentang apa yang ingin kamu tahu?"*
 ("How about completing the *Want to Know* section?")
- S : *"Bisa, yang nggak bisa malah Learned nya."*
 ("I could do it, but I couldn't do the *Learned* section.")

Interview 27, March 31st, 2012

R: Researcher

S: Student

With regards to the problem found in the implementation of K-W-L strategy, the researcher tried to analyze the factor that might lead it. Based on the problem investigation through interviews, it was found that there were two factors which made the students have insignificant progress. The first factor was the form of the K-W-L rubric. The K-W-L rubric consisted of three columns with two rows. The first column was for K (Know), the second column was for W (Wanted to Know), and the last was for L (Learned). The first row was for the headings and the second row was made in a large space. The second row was used to write the answers.

The researcher found there was significant different responses from the students with the implementation of semantic webbing strategy and the K (Know) section. The students did the semantic webbing well, while in the K section they did it poorly. This fact was surprising since both in the semantic webbing and in the K section, the students were asked to do the similar task. They were asked to write their background knowledge regarding the discussed topic. The following interview fragment is the answer.

- R : “....Waktu mibikin Spider Web kemarin kamu bisa, tapi kalau yang di table KWL ini K-nya kok nggak kamu isi kenapa hayooo?”
 (“....You was able to complete the spider web, but why did you skip the K section in the K-W-L rubric?”)
- S : “Soalnya KWL ngisinya dalam bentuk kalimat gitu, kalau yang Spider Web kan bisa dalam bentuk poin-poin.”

(“It’s because the ideas written in the K-W-L were in sentences, while in the spider web were in points.”)

Interview 28, March 31st, 2012

R: Researcher

S: Student

Based on the above interview fragment it is concluded that one of the problems that hindered the implementation of the K-W-L strategy was the form of the rubric. The rubric was in the form of table. The students seemed to be less interested in the activity as the form of the K-W-L was conventional and uninteresting. They prefer to write their background knowledge in the form of semantic webbing. They seemed to be more relaxed when they write the semantic webbing since the form was interesting. In addition, they enjoyed writing their background knowledge in points. When working with K-W-L rubric, they considered that they had to complete the rubric in sentences. This consideration then hindered their ways of thinking.

The second factor was the text type. The text type which was used in the implementation of K-W-L was analytical exposition. The text was about the problems that they found in their daily life, that were about facebook and plastic bags. Facebook and plastic bags were familiar for them but they were not curious about the impacts of facebook and plastic bags for their live. The students seemed to be uninterested in the texts which contain discussion of a problem. It can be seen in the following interview fragment.

R : “*Waktu disuruh ngisi Know nya ini perasaanmu gimana?*”
 (“How did you feel when you were asked to complete the *Know* section?”)
 S : “*Nggak suka, hahahaha.*”

- (“I didn’t enjoy it, hahahaha.”)
 R : “*Nggak suka nya kenapa?*”
 (“Why you didn’t enjoy it?”)
 S : “*Mmmm. Aku kurang suka sama topiknya.*”
 (“Mmmm.I was not interested in the topic.”)

Interview 28, March 31st, 2012

R: Researcher

S: Student

Compared to the implementation of semantic webbing in the first meeting, it was found that the students were more curious about the texts which presented informative data. In the implementation of semantic webbing, the topic was about Wildlife especially about kangaroos, monkeys, and cheetahs. The students seemed to be interested to read the texts and were able to write their background knowledge about the discussed topic. In contrary, the students were not enthusiastic and found problems in writing their background knowledge about the discussed topic in the 3rd meeting.

Based on the interviews and the observations, it is concluded that the use of analytical exposition text in the implementation of K-W-L strategy was not appropriate. Furthermore, the form of the K-W-L rubric was not interesting for the students. With regards to those facts, the researcher planned to revise some aspects. The revision was aimed to get improvements in the next cycle. Regarding the implementation of K-W-L strategy, there would be two revisions. First, the K-W-L strategy would be used for report text. Second, the form of the K-W-L rubric would be modified. The K section would be replaced by semantic webbing. The W section would be modified into a monologue bubble with a picture of a teenage. The L section would be modified by adding some questions as the

exposure for the students in summing up the text. They would also be expected to draw pictures representing the text they read.

The second problem found in Cycle 1 was the unclear instruction. The factor that led this problem came both from the teacher and the students. The first factor was from the teacher. It was found that the instruction given by the teacher was not clear as stated in the following interview fragment.

- R : *“Mbak mau Tanya, gimana pendapatmu tentang kegiatan pembelajaran hari ini?”*
 (“What do you think about the lesson today?”)
- S : *“Menariik...!Tapi pertamanya masih agak membingungkan tuh lho mbak perintahnya...kurang jelas.”*
 (“It was interesting! But initially the instruction was confusing and unclear.”)

Interview 14, March 31st, 2012

R: Researcher

S: Student

The interview fragment indicates that the initial instruction given by the teacher was not clear. As the result, the students were confused and they did not understand the steps that they should do. Ideally, the instruction should be given orderly. When the teacher was giving the explanation of the strategy or was modeling the strategy, the students should not be allowed to practice it. They should wait until the explanation of the steps was completely delivered. When they found unclear instruction, they should ask the teacher to give further explanation. After they had completely understand the steps of the strategy, then they were given time to try the strategy.

The second factor which led to the unclear instruction problem came from the students. They did not understand the teacher's instruction since it was delivered in English. It can be found in the following interview fragment.

- R : *"Kamu mengalami kesulitan nggak mengikuti kegiatan pembelajaran hari ini?"*
 ("Did you find any difficulties in the reading comprehension learning today?")
- S : *"Kalau nek aku i, kadang-kadang ora ngerti instruksi gurune i lho, Mbak. Vocabularynya kurang nek aku Mbak"*
 ("For me, it was hard to understand the teacher' instruction. I think I have limited English vocabulary.")

Interview 9, March 31st, 2012

R: Researcher

S: Student

The above interview fragment shows that the students did not know the meaning of the vocabulary in the teacher's instruction. As the result, they did not know what to do. This condition caused the ineffectiveness of the strategy implementation. The following interview fragment is the evidence.

- R : *".... Untuk pembelajaran selanjutnya ada saran nggak, Dik?"*
 (".... Do you have any idea for the next lesson?")
- S : *"Emm, gimana ya, kadang-kadang pake bahasa Indonesia kadang-kadang pake bahasa Inggris gitu lho. Kan gurunya kebanyakan pake bahasa Inggris semua to Mbak to, jadi agak-agak nggak dhong tuh lho, Mbak. Hehehehe."*
 ("I think there should be a combination of the languages, I mean sometimes the teacher uses English but sometimes she uses Indonesian, too. The teacher uses English almost entirely of the reading comprehension learning. It makes me confuse. I couldn't understand it. Hehehehe.")

Interview 9, March 31st, 2012

R: Researcher

S: Student

The above interview fragment shows that the use of English during the class was not beneficial for the effectiveness of the reading comprehension learning. It was because the students often found problems in understanding the teacher's instruction. The students were also afraid to express their ideas and respond towards learning activity since they were not able to express them in English. This condition was not beneficial for the students' improvement of reading engagement.

With regards to the stated problem, the researcher planned to make modification to get the betterment in the next cycle. The students expected that the teacher would use a combination between English and Indonesian. When the researcher offered an idea to use Indonesian fully, they did not agree. They said that the teacher should use English, but if the teacher found that the students did not respond to the instruction well, it means they did not understand it. Then, the teacher should deliver the instruction in the Indonesian one. It can be seen in the above interview fragment and the following one. From the following interview fragment, it is found that the students also have motivation to get the better grade.

- R : *"Oke oke, berarti kendalanya di bahasa Inggrisnya ya. Berarti besok pake bahasa Indonesia? Hahahaha."*
 ("Okay, so your problem is about the English instruction, weren't you? So, for the next meeting the teacher should use Indonesia. Does it what you want? Hahahaha.")
- S : *"Yo jangannn, ntar aku rak meningkat-meningkat."*
 ("No, don't use Indonesian fully. My competence will be stuck.")

Interview 9, March 31st, 2012

R: Researcher

S: Student

1. Report of Cycle 2

As has been presented in Chapter III, the study proceeded through planning, action, and reflection. The teaching and learning process in Cycle 2 was divided into three meetings. The following is the report of the process of the implementation of reading comprehension strategies in Cycle 2.

a. Planning of Cycle 2

The implementation of reading comprehension strategies in Cycle 2 was decided by the teacher and the researcher. In the teaching and learning process, the teacher acted as the teacher and the researcher as the observer. This formation was arranged in order to keep the natural condition of reading comprehension learning in Class XI IPA 1.

In this cycle, there were two reading comprehension strategies which were implemented in the reading comprehension learning. Those were Semantic Webbing, graphic organizers, and tableau. Semantic Webbing was implemented for report texts, graphic organizer was implemented for report text, analytical, and hortatory exposition. Tableau was implemented for analytical and hortatory exposition texts. The implementation of those reading comprehension strategies was intended to improve students' reading motivation, reading engagement, and reading comprehension ability. Brief descriptions of each reading comprehension strategies are as follows.

1) Semantic Webbing

Semantic webbing was planned to be implemented again in order to familiarize the students with this strategy. Finally, it was expected that they will use this strategy automatically. In order to anticipate students from being bored, the second implementation of the strategy will be in the form of game. The researcher planned to use “message in the bottle”.

The researcher planned to make information gap about the topic of the text between the groups. The groups have to send the descriptions of the topic then they fill into the bottle and send it to the other group. Then, the groups have to predict the topic discussed by the other groups through reading the description of the topic in the bottle they have received.

2) Graphic Organizers

The researcher planned to use the graphic organizer to be used for analytical exposition and hortatory exposition text. The use of the graphic organizer was to summarize the main idea and organize the main idea of the text. The graphic organizer then will be used as the guidance for the students to create the tableau performance.

3) Tableau

The researcher planned to implement tableau in the second and third meeting of Cycle 2. The text types were analytical and hortatory exposition. The use of tableau was accompanied by graphic organizer. The graphic organizer was the general guidance for the students to create the tableau pose.

c. Action and Observation of Cycle 2

The actions of Cycle 2 were implemented on April 28, May 5, and on May 12, 2012. The researcher used three themes in implementing the activities in Cycle 2. They were Famous Landmarks, . The implementations of those actions are discussed below.

1) Implementation 1

The theme of this meeting was Famous Landmarks and the text type was report. The implementation was on April 28, 2012. The reading comprehension strategy that was implemented in the first meeting was Semantic Webbing. In the reading comprehension learning, the teacher named this strategy as “Spider Web”. This label was used to make the students easy to remember the strategy. The term “Spider Web” was chosen since the semantic webbing looks like a web of a spider.

The researcher and the collaborators prepared the classroom and the media for the reading comprehension learning. The researcher also prepared the observation sheets, field notes, and cameras to record the teaching and learning process in the first meeting. Before the class, they ascertained that everything that would be needed along the teaching and learning process was ready.

In initiating the learning activity, the teacher showed semantic webbing about Eiffel Tower. The students were asked to predict topic of the semantic webbing. When the topic has been predicted, the teacher showed a report text about Eiffel Tower. The students evaluated their prediction and read the text. Then the teacher reviewed the text’s feature of report. The teacher explained to

the students that they will use the spider web strategy but it will be set as a game. The teacher showed a bottle and told the students that they will work with message in the bottle. Then the teacher pleased the students to make a group of 4 up to six students. After distributing the equipment for each group, the teacher explained the rule of the activity.

The name of the group was the name of a landmark. The text of the groups was different. The topic of group A was the same with this of group C that was about Great Wall of China. The topic of group B was the same with this of group D that is about Pyramids.

In this phase, the students worked in group to decide ten points related with the discussed topic. The points were the description about the discussed object (Great Wall of China and Pyramids). The descriptions were written on pieces of cards. The cards were rolled and were taken into the bottle. After ready with the message in the bottle, the teacher swapped the bottle with the other group. The next steps were opened the bottle, filled out the rolled cards, stuck the cards on to a wide paper. The cards were arranged to form semantic webbing. After finishing with the arrangement, the group predicted the topic of the semantic webbing. After finishing with prediction phase, the representation of the groups presented their groups' work in front of the class.

In the production phase, the students were worked individually. The first discussed text was about Great Wall of China. To enrich students' background knowledge about the topic, the teacher played a video about Great Wall of China. After that, the teacher gave the students the text about Great Wall of China. They

were pleased to read the text carefully. The teacher led a discussion about the text's meaning and the text's feature. Finishing with the discussion, the students were pleased to draw spider web about Great Wall of China based on the text that they have read. Then the students draw their spider web on the board.

Finishing with the discussion of Great Wall of China, the teacher played a video about Pyramids. After played the video, she gave the students a text about Pyramids. The students were pleased to read the text carefully. After a given time, the teacher invited the students to discuss the meaning of the text and the unfamiliar vocabulary. After the discussion, the students were pleased to draw semantic webbing about Pyramids based on the text.

2) Implementation 2

The theme of this meeting was Social Phenomena and the text type was analytical exposition. The implementation was on May 5, 2012. The reading comprehension strategy that was implemented in this meeting was Tableau and Graphic Organizers.

The researcher and the collaborators prepared the classroom and the media for the reading comprehension learning. The researcher also prepared the observation sheets, field notes, and cameras to record the teaching and learning process in the first meeting. Before the class, they ascertained that everything that would be needed along the teaching and learning process was ready.

In initiating the learning activity, the teacher led the students to discuss about helmet. The teacher prompted the students with some questions such as “do

you always wear your helmet when motorcycling”, “do you feel that you are cool when wearing good helmet”, and “do you agree if helmet is being banned”. After the brainstorming activity, the teacher gave the students a text entitled Why Should Wearing a Helmet when Motorcycling. The teacher told the students that the lesson would be about analytical exposition text by implementing tableau. The teacher then gave a slight explanation about tableau.

The teacher asked all of the students to stand up. Then the teacher stated a main idea. The students were pleased to pose which represents the main idea. The teacher tried this activity many times until the students understood well. The teacher was also played videos of the example of tableau.

After finishing the introduction of the strategy, the teacher gave the students a text entitled “Let’s Stop Homework!” Firstly, the students were pleased to comprehend the text. Then the teacher started a discussion about the meaning of the text and the main idea of each paragraphs. The main ideas were written in a graphic organizer. After completing the main ideas, the teacher called five students to come to the front of the class. They were pleased to create tableau pose for the first main idea. The other students commented on the tableau. After that, the teacher asked another five students to create the next main idea of the text. This phase was continued until the end of the text.

In the production phase, the students worked in-group. The text was about “Arranged Marriage should be outlawed”. Firstly, the students read the text carefully, then they discussed the main idea of each paragraphs and noted down on the graphic organizer. After that, the students discussed the tableau pose of the

text. The students used the graphic organizer as the general guidance to create the tableau pose. The tableau narrator used the graphic organizer when he or she read the main idea of the paragraph.

3) Implementation 3

The theme of this meeting was Environment and the text type was hortatory exposition. The implementation was on May 12, 2012. The reading comprehension strategy that was implemented in the first meeting was Tableau and Graphic Organizers.

The researcher and the collaborators prepared the classroom and the media for the reading comprehension learning. The researcher also prepared the observation sheets, field notes, and cameras to record the teaching and learning process in the first meeting. Before the class, they ascertained that everything that would be needed along the teaching and learning process was ready.

In initiating the learning activity, the teacher led the students to discuss about global warming. The teacher prompted the students with some questions such as “do you feel that the weather is turning hot”, “do you feel that the weather is dramatically changing”, and “what do you think the cause of this condition”. After the brainstorming activity, the teacher played a video about global warming. After that the teacher explored the students’ opinion about the way that we can do to minimize the effect of global warming.

The teacher told the students that the lesson will be about hortatory exposition text by implementing tableau. The teacher then gave students a

hortatory exposition text about global warming. The text was incomplete. There was no recommendation feature. The teacher initiated a classroom discussion to comprehend the meaning of the text. Further, the teacher asked the students to complete the graphic organizer on the board.

Finishing with the classroom discussion, the students were pleased to work in pair. Every pair had to find a recommendation to complete the text. The recommendation was presented in the form of tableau pose. The students came in front of the class and pose the recommendation. After posing, they stated their main idea of the recommendation feature. Finishing with this activity, the teacher reviewed about the text feature of hortatory exposition.

In the production phase, the students worked in group of 4 up to 6 students. There were three topic used in the activity and every topic was used by two groups. The topics were “Go Green”, “HIV AIDS Victim”, and “Rights to Study for Pregnant Student”. After given the text and the graphic organizer, the groups were engaged in their own group discussion. Firstly, they comprehended the text. Then, they transformed the main idea of each paragraph into the graphic organizer. Finishing with this step, they created the tableau pose. The students were allowed to use property to promote their performance.

After the given time, the teacher pleased the groups who had “Go Green” topic to perform their tableau. After the two groups performed, the teacher reviewed the text. The next turn was the group who had “HIV AIDS Victim” as the topic. After the two groups performed, the teacher reviewed the text. The last

turn was the group who had “Rights to Study for Pregnant Student” as the topic. After the two groups performed, the teacher reviewed the text.

d. Reflection of the Cycle 2

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make reflections. The reflection was based on the observations during the implementation of the actions and the interviews with the teacher and the students after the implementation. It fulfilled the dialogic validity as mentioned in Chapter 3. In the discussion, each of the research team members had an equal opportunity to express his/her feelings and opinions for the improvement in the next cycle. It fulfilled the democratic validity as also mentioned in Chapter 3. Meanwhile the process of the observation and note-taking during the action implementations fulfilled the process validity.

In this section, the reflection of Cycle 1 is divided into two: the reflection of the reading comprehension learning process during the cycle and the reflection of the use of multiple reading comprehension strategy to improve reading comprehension learning. This division is aimed to focus on the study. The main focus of the study is on the use of multiple reading comprehension strategy to improve reading comprehension learning. However, the existence of the reading comprehension strategies cannot be separated from the reading comprehension learning process since both of the things are interrelated. The discussions of both of the points are presented as follows in which each point of the reflection is supported by several sources of data to fulfill the reliability.




a) Reflection of the Reading Comprehension Learning of Cycle 1

The following is the result of the observation towards students' reading motivation and students' reading engagement. The observation was conducted by the first and the second observer. The score of the two observers then were calculated to get the average score.

a) Reading Motivation

From the result of the observation check list on students' reading motivation, it was recorded that the first implementation was fair, the second one was very high, and the third one was high. The results can be seen in following table.

Table 4. 13. Observation's Results of Students' Reading Motivation in Cycle 2


































Meeting/ Cycle	Reading Comprehension Strategies	Text Types	RM
1/ Cycle II	Semantic Webbing with Jigsaw + Know-Want-Learned (K-W-L) using Attractive Rubric	Report	
2/ Cycle II	Tableau + Graphic Organizers	Analytical Exposition	
3/ Cycle II	Tableau + Graphic Organizers	Hortatory Exposition	

 Very high  High  Fair  Low  Very low

The table shows that during the implementation of Semantic Webbing for the report text, the students' reading motivation was fair. The second implementation consisting of Directed Reading Thinking Activity (DR-TA) supported with the use of graphic organizer. During the implementation of these strategies, students' reading motivation was very high. This result was satisfying since there was significant improvement of students' reading motivation from fair

to very high. The result of the third meeting was decreasing. Students' reading motivation decreased from the very high to high range. The strategies used in the third implementation were Selective Underlining and Note Taking combined with K-W-L and Graphic Organizers. The detail aspects of the reading motivation and the comparison among cycles can be seen in the following table.

Table 4.14. Observation's Results of Reading Motivation Aspects in Cycle 2

No.	Aspects	Cycle 2		
		1 st	2 nd	3 rd
1.	Self – efficacy			
2.	Challenge			
3.	Work Avoidance			
4.	Curiosity			
5.	Involvement			
6.	Importance			
7.	Recognition			
8.	Grades			
9.	Competition			
10.	Social			
11.	Compliance			

 Very high  High  Fair  Low  Very low

(1) Self-efficacy

One of the aspects of reading motivation is self-efficacy. It refers to the students' beliefs about their competency in reading. The observations during the first meeting indicate that the students' reading motivation in the area of self-efficacy was high. Most of them were confident with their reading competency.

When they were expected to work in group, they were excited and actively took part in the group discussion. They were not ashamed to express their ideas during the group work and the classroom discussion as shown in the following data.

Selama diskusi berlangsung, siswa terlihat memiliki kemampuan yang merata. Masing-masing dari mereka berkontribusi saat mendiskusikan semantic webbing. Diskusi berjalan lancar dan antusias. Siswa yang biasanya cenderung pasif, dalam sesi diskusi ini menunjukkan kemajuan yang positif. Sebagian besar siswa memperhatikan dengan antusias dan memberi apresiasi yang tinggi pada siswa yang biasanya cenderung malu.

During the discussion, the students seemed to have homogeneous competency. Each of the students took role in discussing the semantic webbing. The discussion ran smoothly and enthusiastically. **Students who were usually passive turned to be active during the discussion.** The other students paid attention and appreciated positively towards them.

Field note

The field note shows that during the discussion, the students seemed to have homogeneous competency. Each of the students took role during the group discussion about the semantic webbing. The discussion ran smoothly and enthusiastically. Students who were usually passive turned to be active during the discussion. The other students paid attention and gave appreciate positively towards her.

Based on the presented data it is inferred that the students' reading motivation in the area of self-efficacy during the first meeting of the Cycle 2 was high. Almost all of the students were confident to take role in accomplishing the tasks. They actively contributed during the group work discussion. Furthermore, the supportive classroom was beneficial for the progress of the students who were

usually tended to be ashamed. The appreciation from the other students helped the ashamed students building their self-efficacy.

In addition, it was noted that the self-efficacy aspect strongly contributed towards students' reading motivation. The students' anxiety was decreasing significantly. As the result, they were more persistent to deal with the complexity of texts, as indicated in the following interview fragments.

- R : *"Kalau besok ketemu teks yang sulit kayak gini lagi bisa ya berarti?"*
 ("If in the next time facing such complex kind of texts will you able to comprehend it?")
 S : *"Bisa Mbak, InsyaAllah."*
 ("Yes, I will, Mam, InsyaAllah.")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *"Karena teksnya sulit, Adik jadi takut buat mbaca nggak, Dik?"*
 ("Did the complication of the text make you afraid to read?")
 S : *"Nggak, Mbak."*
 ("No, it did not, Mam.")
 R : *"Apa yang bikin kamu nggak takut buat baca?"*
 ("What made you were not afraid to read the text?")
 S : *"Soalnya kegiatannya lucu yang nulis-nulis terus ditaruh botol, seru kayak mainan gitu lho, Mbak. Ya pokoknya marai aku ki ra wedi, Mbak."*
 ("It's because the 'message in the bottle' activity was funny and interesting. It seemed like we were playing. In general, it made me enjoyed reading, Mam.")

Interview 29, Mei, 2012

R: Researcher

S: Student

The text type used in this meeting was report while the reading comprehension strategies which were implemented were the collaboration of semantic webbing and K-W-L (Know-Want to Know-Learned). Based on the interview fragments above, it is seen that the complication of the text did not

make the students afraid to read the text. It was because they found that the learning activities they experienced were funny and interesting. They felt that the learning activity was seemed like a game. As a result, they enjoyed reading and felt sure that they would be able to comprehend complex text if they found it in the future.

In reference to the presented data, it is inferred that the students' reading motivation in the area of self-efficacy was high. They were confident to cope with complex text. They believe that they were able to comprehend it. The semantic webbing strategy which was set in 'message in the bottle' activity helped them lower their anxiety in facing complex text. It means that the implementation of the reading comprehension strategy was fruitful in enhancing students' reading motivation in the area of self-efficacy.

During the second meeting, the students' self-efficacy increased from the high degree into the very high ones. The students were more confident than the first meeting. It can be seen in the following field note.

Guru meminta seluruh siswa untuk berdiri. Guru meminta siswa untuk melakukan gerakan yang merepresentasikan keadaan bahagia karena mendapat nilai bagus. Seluruh siswa serius melakukan gerakan tersebut termasuk siswa yang kesehariannya pemalu.

The teacher asked the students to stand up. She asked the students to pose which represents happiness of getting good score. **All of the students were seriously did the pose even the students who were usually tended to be ashamed.**

Field notes

The field notes show that the progress of the students' self-efficacy happened to the students entirely. The students who were usually tended to be

ashamed turned to be confident. They were successful in putting down their anxiety and engaging in reading comprehension learning. The classroom atmosphere gave positive influence on the improvement of students' self-efficacy. Indeed, they also believed that they were able to handle complex text in the future as cited in the following interview fragments.

- R : *“Trus pas tampil PD nggak sama gerakan kelompokmu?”*
 (“Did you feel confident with your group’s tableau poses?”)
 S : *“PD, Mbak soalnya kan tadi udah liat kelompok lainnya tampil.”*
 (“Yes, **I was confident**, Mam. **Watching at the other groups’ performance promoted my confident.**”)

Interview 33, Mei, 2012

R: Researcher

S: Student

- R : *“Besok kita bakal ketemu teks yang agak rumit kayak gini lagi lho.”*
 (“Next time we will discuss such complicated text again.”)
 S : *“Nggak papa deh, biar tambah mudheng.”*
 (“**All right, the more I get the text complicated text, the more I’ll understand it.**”)

Interview 34, Mei, 2012

R: Researcher

S: Student

The above interview fragments indicate that the students felt confident with their group’s tableau poses. Their confidence was encouraged by watching the other groups’ performance. They also felt sure that they would be able to comprehend complicated text if they found it in the next discussion. They believed that if they got enough experience in dealing with complicated text, they would get better reading comprehension ability. In short, it is inferred that during

the second meeting students' reading motivation in the area of self-efficacy was very high. This state steadily continued during the third meeting.

During the third meeting, the students' reading motivation in the area of self-efficacy was very high as shown in the following data.

Diskusi berjalan dengan lancar dan antusias. Masing-masing siswa berperan aktif dalam kerja kelompok. Mereka semangat mendiskusikan main idea dari tiap paragraf dan menentukan gerakan tableau untuk tiap main idea. Siswa yang biasanya cenderung pasif, dalam sesi diskusi ini tampak bersemangat.

The discussion ran smoothly and enthusiastically. **Each of the students took active role within their group.** They enthusiastically discussed main ideas of each paragraph and created the tableau poses representing the main ideas. **Students who were usually passive turned to be enthusiastic during the discussion.**

Field note

The text type discussed in the third meeting was hortatory exposition while the reading comprehension strategies were the collaboration of tableau and graphic organizer. The field note above shows that the discussion during the third meeting ran smoothly and enthusiastically. Each of the students took active role within their group. They enthusiastically discussed main ideas of each paragraph and created the tableau poses representing the main ideas. Students who were usually passive turned to be enthusiastic during the discussion.

In reference to the presented data, it is inferred that the students were successful in releasing their anxiety. It made them relaxed and enthusiastic during the reading comprehension learning. Working with relaxed feeling combined with enthusiasm on the activity had increased their self-efficacy. Students who were usually passive turned to be enthusiastic during the reading comprehension

learning. They were not afraid to show their reading comprehension ability as shown in the following interview fragments.

- R : *“Kamu tadi sebelum tampil ngrasa yakin nggak bisa menampilkan tableau dengan baik?”*
 (“How certain were you that you were able to perform the tableau well?”)
- S : *“Yakin Mbak, hehe, kan dibahas dulu sama temen satu kelompok. (**I believed that I will do it well**, Mam. It is because we discussed it with our group first.”)*

Interview 27, Mei, 2012

R: Researcher

S: Student

- R : *“Waktu mengalami kesulitan pas mbahas tableau trus nyerah nggak, Dik?”*
 (“Did you give up when you found difficulties in discussing the tableau?”)
- S : *“Ya nggak lah, Mbak. (**No, of course I did not give up**, Mam.”)*

Interview 29, Mei, 2012

R: Researcher

S: Student

The interview fragments show that the students felt certain that they would be able to accomplish the task well. They discussed the main ideas of the text then organize them on the graphic organizers before presenting the tableau performance. They did not give up when they found difficulties in discussing the tableau. They believed about their capability since they have discussed the task with their group before presented their task results. They were confident that they would be able to perform the tableau well. In reference to the presented data, it is inferred that the students' reading motivation in the area of self-efficacy was high.

During the third meeting, students' reading motivation in the area of self-efficacy improved into the very high level. The students were more confident of their capability in achieving reading comprehension as stated in the following interview fragments.

- R : *"Malu nggak Dik tampil di depan temen-temen gitu?"*
 ("Did you felt ashamed to perform in front of the class?")
 S : *"Pertamanya sih iya, tapi yang pertemuan hari ini udah nggak papa."*
 ("At **first I felt ashamed, but today I could handle my embarrassment.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *"Pas tableau yang pertama kemarin udah ngrasa asik belum, Dik?"*
 ("Did you enjoy the first tableau?")
 S : *"Belum patio, soalnya belum familiar, yang kedua tuh baru PeDe."*
 ("Not too much, it's because I haven't familiar with it. **I felt confident during the second tableau.**")

Interview 34, Mei, 2012

R: Researcher

S: Student

The interview fragments above indicate that during the third meeting, the students could handle their embarrassment and enjoyed the reading comprehension learning. As a result, they did not feel ashamed to perform tableau in front of the class. One of the factors that promote students' self-efficacy was the experience in the previous reading comprehension learning. Students' existing knowledge about tableau that they experienced in the previous meeting helped them to elevate their self-efficacy. In brief, it is concluded that students' reading motivation in the area of self-efficacy improved from the high level into the very high level.

(2) Challenge

Challenge is one of the reading motivation aspects which refers to the satisfaction to deal with complex ideas in the text. The observations during the first meeting showed that students' reading motivation was high in the area of challenge. Most of the students did not complain when they found that the texts were complex and long. They were excited to seize such kind of texts. It can be seen in the following interview fragments.

- R : *"Teks yang panjang dan sulit membuatmu jadi males baca nggak?"*
 ("Were the long and complicated texts lessen your reading motivation?")
- S : *"Nggak Mbak, malah pengen memahami Mbak tentang Pyramid, Tembok Cina sama apa itu, emm Sahara, he em gurun Sahara."*
 ("No, **the complicated and long texts did not lessen my reading motivation, Mam. In contrary, I was eager to understand about Pyramid, Great Wall of China, and Sahara desert.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *"Apa yang bikin kamu semangat buat baca teks nya tadi?"*
 ("What made you motivated to read the text?")
- S : *"Soalnya ya karena pengen memahami teksnya itu, Mbak."*
 ("It's because **I was keen on comprehending the texts, Mam.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

The data reveal that the complicated and long texts did not lessen the students' reading motivation. The students did not complain about the length and the complication of the text. They were eager to understand the text though the text was difficult. Based on the presented data it is inferred that during the first meeting, the students' reading motivation in the area of challenge was high. They

valued the satisfaction of successful experience in comprehending complex texts. This condition remarkably improved in the second meeting.

During the second meeting, the students showed high excitement to accomplish the complex tasks. The text used in the second meeting, especially in the main activity was long but the students were very enthusiastic to read it. The students' responses are as follows.

- R : *"Males mbaca nggak Dik karena teksnya sulit?"*
 ("Did you feel unmotivated to read the text since it was complicated?")
- S : *"Nggak Mbak."*
 ("No, I didn't, Mam.")
- R : *"Apa yang bikin kamu semangat baca?"*
 ("What made you eager to read?")
- S : *"Soalnya pengen tahu isi teks nya terus pengen tahu nanti tu kalau dibikin gerakan tableau jadinya kayak gimana."*
 ("It's because I wanted to understand the meaning of the text and how it will be when it is adapted into the tableau poses.")

Interview 29, Mei, 2012

R: Researcher

S: Student

Guru berkeliling untuk melihat pekerjaan siswa. Saat guru mendekat, siswa bertanya tentang kesulitan yang mereka alami. Mereka tampak sangat antusias untuk bisa memahami isi teks.

The teacher walked around the class to monitor students' work. When the teacher got closer to the students, the students consulted about the problems they found during reading. **They seemed to be very enthusiastic to comprehend the text.**

(Field note 1)

The above data reveal that the text's complication did not take the students' reading motivation. In contrary, they were eager to comprehend the meaning of the text and created the tableau poses for the text. They were eager to

overcome the problems they found during reading by asking for the teacher's assistance. The students seemed to be very enthusiastic to comprehend the text.

From the presented data, it is inferred that during the second meeting, the students were challenged to read the text. They did not care how complex the text was. The tableau strategy successfully challenged the students to comprehend the text. It means that the implementation of the tableau strategy had successfully provoked their challenge aspect and finally they were motivated to read the text. This condition continued during the third meeting.

The observations of the third meeting showed that the students' reading motivation in the area of challenge was high. During the third meeting, the students were given a new text genre that was hortatory exposition. The text type was new for the students but most of the students were challenged to read it. The students' responses are as follows.

- R : *"Gimana Dik tadi memeng baca teks nya nggak Dik?"*
 ("Did you felt unmotivated to read the text?")
- S : *"Ya nggak juga si, Mbak. Soalnya aku merasa harus lebih paham teks soalnya akan agar bisa menyampaikan inti teks itu kepada yang menonton."*
 ("No, I didn't, Mam. **It is because I realized that I had to comprehend the text more than usual since I have to deliver the meaning of the text to the audiences.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *"Teks yang sulit bikin kamu jadi males baca nggak, Dik?"*
 ("**Did the complicated text** decrease your reading motivation?")
- S : *"Nggak Mbak, soalnya kegiatannya tuh menurutku seru. Kan aku sukanya pake metode baru gitu lho, Mbak."*
 ("No, it did not, Mam. I think **the activity was interesting. I was always excited to learn with new method.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

During the activity, the students were asked to read the text carefully then organize the main ideas of the text in the graphic organizer. After that, they adapted the main ideas into the tableau poses. Based on the interview fragments above it is found that the students realized that they had to comprehend the text more than usual since they had to deliver the meaning of the text to the audiences in the form of tableau performance. As a result, the students did not care of the complication of the text. They kept persistent on reading the text though the text was difficult.

Based on the above data, it is inferred that the students' reading motivation in the area of challenge was high. It is indicated from the students' excitement to comprehend the meaning of the text and perform the tableau maximally. Moreover, the students did not care of how difficult the texts were. They persisted in reading the difficult material since they found that the activity was interesting. The data signal that the students' reading motivation in the aspect of challenge was strong.

(3) Work Avoidance

Work avoidance refers to the desire to avoid reading activities. The results of the observation on students' work avoidance show that during the first meeting, almost all of the students got involved in the reading comprehension learning fully. The students' reading motivation in the area of work avoidance is very low

in which there no students who avoided reading activities as indicated in the following data.

Seluruh siswa berkontribusi dalam diskusi kelompok. Mereka tampak bersemangat melengkapi 'message in the bottle'. Ada siswa yang menyumbang ide, ada yang mencari arti kata di dalam kamus, dan ada yang menuliskan jawaban.

All of the students took active role during the group discussion. They seemed to be very excited to complete the 'message in the bottle'. There were students who contributed ideas, there were students who sought the words in the dictionary, and there were students who wrote the answers.

Field Notes

- R : *"Rubrik K-W-L mu kamu isi semua ini ya. Wah jawabanmu bagus-bagus, Dik."*
 ("You completed your K-W-L rubric, didn't you? Look, your work was excellent.")
- S : *"Iya, kalau dibuat kayak gini lebih semangat buat ngisi. Soalnya ada gambar-gambarnya, jadinya menarik."*
 ("Yes, I was more excited to work with such kind of rubric. It was because in this rubric we worked with pictures. It was interesting.")

Interview 29, Mei, 2012

R: Researcher

S: Student

The above data explain that all of the students took active role during the group discussion. They seemed to be very excited to complete the semantic webbing which was set in the 'message in the bottle' activity. There were students who contributed ideas, there were students who sought the words in the dictionary, and there were students who wrote the answers. In reference to the data, it is inferred that the students took active participation during the reading comprehension learning. They did not tend to avoid reading comprehension learning.

Furthermore, during the activity using revised K-W-L rubric (Know-Wanted to Know-Learned), the students completed their K-W-L rubrics excellently. It was different with the K-W-L rubric in the Cycle 1 in which the students tended to avoid completing the rubric. During the use of revised K-W-L rubric, it is found that the students more excited to work with the rubric. It was because the revised K-W-L rubric exposed the use of pictures. To conclude, students' reading motivation in the area of work avoidance was very low. This condition was ideal in which the ideal rate for the work avoidance aspect is when this aspect occupies the very low level. This state continued steadily during the second meeting.

Based on the observations during the second meeting it was noticed that most of the students participated actively in the reading comprehension learning. The students did all of the instructions given by the teacher as stated in the following data.

Seluruh siswa berpartisipasi aktif dalam diskusi kelompok. Mereka tampak antusias membahas ide pokok dari cerita dan merencanakan gerakan tableau.

All of the students participated actively during the group discussion. They seemed to be very enthusiastic in discussing the main ideas of the text and created the tableau poses.

Field note

- R : *"Waktu kerja dalam tableau ini gimana Dik kerjanya dalam kelompokmu?"*
 ("How was the effort of your group during the activity with tableau?")
- S : *"Kelompokku kompak, Mbak."*
 ("**My group was solid**, Mam.")
- R : *"Pada urun rembug nggak, Dik?"*
 ("Did the group members contribute their ideas?")
- S : *"Iya Mbak semuanya pada ikut mikir."*

(“Yes, they did, Mam. **All of the group members contributed their ideas.**”)

Interview 29, Mei, 2012

R: Researcher

S: Student

The data show that during the reading comprehension learning using the tableau strategy, all of the students got involved in it. All of the students participated actively during the group discussion. They enthusiastically contributed their ideas to get the main ideas of the text and the poses for the tableau. To conclude, during the second meeting the students' reading motivation in the area of work avoidance was very low. They were very engaged in reading comprehension learning. The same state happened during the third meeting.

Based on the observations during the third meeting, it was found that the students' reading motivation in the area of work avoidance was very low. The students' responses could be seen in the following data.

Siswa tampak serius memainkan peran masing-masing. Ada siswa yang berperan sebagai pemain dan satu siswa berperan sebagai narator dalam setiap kelompoknya. Secara keseluruhan, para pemain dan narator bermain dengan sungguh-sungguh dan antusias.

The students seemed to be very serious in playing their roles. There were students who acted as players and there was student who acted as a narrator in each of the groups. **In general, the players and the narrators played their roles maximally and enthusiastically.**

Field note

The above field note reveals that the students seemed to be very serious in playing their roles during the activity with tableau. There were students who acted as players and there was student who acted as a narrator in each of the groups. In general, the players and the narrators played their roles maximally and

enthusiastically. In reference to the presented data, it is inferred that during the third meeting, the students' reading motivation in the area of work avoidance was at very low level.

(4) Curiosity

Curiosity refers to the desire to learn about a topic. The results of the observation during the first meeting showed that students' reading motivation in the area of curiosity was at high level. The students were excessively eager to know about the topic discussed in the text. It is signaled in the following data.

- R : *"Setelah ini ada keinginan nggak Dik untuk nyari sumber bacaan lagi tentang tempat-tempat yang tadi dibahas di dalam teks nggak?"*
 ("Will you seek more information about the places which were discussed in the texts?")
- S : *"Kalau aku pengen tahu lebih banyak lagi tentang Sahara."*
 ("I wanted to know more about Sahara.")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *"Dengan permainan 'message in the bottle' tadi kamu jadi penasaran nggak Dik sama isi teks nya?"*
 ("Were you eager about the topic discussed in the text after playing 'message in the bottle'?")
- S : *"Ya Mbak soalnya ada nebak-nebaknya juga tadi."*
 ("Yes, I was eager about it since there was predicting activity.")

Interview 29, Mei, 2012

R: Researcher

S: Student

The above data highlight on the curiosity aspect of the students' reading motivation during the first meeting. The interview fragments suggest that the

students were strongly curious about the text. The Semantic Webbing writing as the pre-reading activity strongly evoked their curiosity towards the topic of the text. One of the factors that led this condition was because the discussed topic, that were about Pyramids, The Great Wall of China, and Sahara were interesting for them. Since the topic was interesting, they were excessively curious to know about it.

Moreover, the students were keen to know further about the topic discussed in the text. There was strong willing to learn more about the topic after reading the text. Based on the presented data, it is conclude that the students' reading motivation in the area of curiosity was at high level. Consequently, curiosity aspect strongly contributed towards the students' reading motivation. During the second meeting, the curiosity aspect increased.

Based on the observation during the second meeting, it was noted that the students' reading motivation in the area of curiosity increased from the high rate into the very high ones. The students' responses were quoted in the following interview fragments.

- R : *"Penasaran nggak Dik sama teks nya tadi?"*
 ("Did you feel curious about the text?")
- S : *"Penasaran mbak, soalnya pengen tahu nantinya gerakan tableau-nya gimana."*
 ("Yes, I did. **I felt curious about the meaning of the text since I wondered how it will be if it was adapted into the tableau performance.**")

Interview 29, Mei, 2012

R: Researcher

S: Student

- R : *“Waktu pertama kali kenal tableau gimana Dik?”*
 (“What did you think when you knew tableau at the first time?”)
 S : *“Penasaran Mbak. Tableau tuh gimana sih.”*
 (“**I was curious about how the tableau is.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments indicate that the students were curious about the meaning of the texts. Besides, they were also curious about the tableau strategy since it was the first time they knew it. They were curious about the meaning of the text since they wondered how the text will be if it was adapted into the tableau performance. As a result, their reading motivation increased. In short, it is said that during the implementation of the tableau strategy, the students' reading motivation in the area of curiosity was very high. This condition continued during the third meeting.

Based on the observation during the third meeting, it was noted that the students' reading motivation in the area of curiosity was very high. It can be noticed in the following interview fragments.

- R : *“Kemarin kan jenis teks nya baru ya? Kamu kalau dapat jenis teks baru gitu gimana, Dik?”*
 (“Yesterday you got a new text type, didn't you? How did you feel when you face a new text type?”)
 S : *“Ya pengen bisa memahami teks baru tersebut.”*
 (“**I was eager to understand the new text type.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *“Gimana menurutmu jenis teks baru yang tadi dibahas?”*
 (How did you think about new text type that we discussed?)

- S : *“Ya agak bingung dikit, tapi ya ingin bisa paham.”*
 (“**I was little bit confused but I want to comprehend it.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were eager to understand the new text type. The text type discussed in the third meeting was hortatory exposition. It was the first time for the students to discuss about this text type. They found difficulties in comprehending the text but they were eager to comprehend it. The data reveal that the students were eager to understand about new things. This eagerness shows that the students' curiosity level was very high. Indeed, they were also eager to learn further about the topic which was discussed in the reading comprehension learning as quoted in the following interview fragments.

- R : *“Kamu akan mencari informasi tambahan nggak tentang topik yang dibahas kelompokmu tadi?”*
 (“**Will you seek for further information about the topics** which were discussed in the today's meeting?”)
- S5 : *“Iya Mbak, mungkin nyari-nyari di internet.”*
 (“**Yes, maybe I will seek more information on the internet.**”)
- S19 : *“Kalau aku pengen nyari tentang global warming Mbak, soalnya sekolah juga lagi ikutan lomba tentang itu.”*
 (“**I am interested to find more information about global warming** topic. It is because my school is joining a competition about it.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above data suggest that the students were interested on getting further information about the topic of the text that they had discussed. They planned to

find further information on the internet. Their eagerness to learn more about the topic indicates that their curiosity was emerged. With regard to the presented data, it is inferred that students' reading motivation in the area of curiosity was at very high level.

(5) Involvement

Involvement is the enjoyment experienced from reading certain kinds of literary or informational texts. The results of the observation during the first meeting showed that the students' reading motivation in the area of involvement was high as indicated in the following data.

- R : *"Saat membaca teks kamu membayangkan Pyramid, Tembok Besar Cina, atau gurun Sahara nggak, Dik?"*
 ("Did you make pictures in your mind when you were reading about Pyramid, Great Wall of China, and Sahara desert?")
- S2 : *"Iyaaa Mbak."*
 ("Yes, I did it, Mam.")
- S23 : *"Iya Mbak sambil mbayang-mbayangin nek aku, Mbak."*
 ("Yes, I made pictures in my mind during reading, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : *"Waktu diminta nggambar tentang isi teks pas rubrik K-W-L kenapa seneng?"*
 ("What made you delighted when you were asked to draw your understanding about the text in K-W-L rubric?")
- S : *"Apa ya, anu, imajinasinya tuh dapat tercurahkan gitu lho mbak."*
 ("I think it was because I could express my imagination, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data show that during reading the students made pictures in their mind about the discussed topics. The theme which was discussed in this meeting was about famous landmarks while the topics were about Pyramids, Great Wall of China, and Sahara desert. During the implementation of the K-W-L strategy, the students were also asked to draw their understanding about the text. It was found that the students enjoyed. In reference to the above data, it was found that during reading the students were drawing pictures about the mentioned topics in their mind. Picturing the text in the mind indicates that the students were involved in reading activity. In other words, students' reading motivation in the area of involvement was high.

Besides making pictures in mind during reading, students' involvement was also indicated through their responses towards the information in the text as noticed in the following interview fragment.

- R : *"Diantara tiga tempat yang dibahas tadi ada yang menarik perhatianmu nggak?"*
 ("Between the three landmarks that we discussed, was there any of them that took your interest?")
- S5 : *"Ada Mbak. Aku tertarik sama yang gurun Sahara. Soalnya banyak fakta-fakta keren yang belum pernah tak baca sebelumnya."*
 ("Yes, **I was interested on the text about Sahara desert**, Mam. It was because **there were many new facts** that I have never read before.")
- S12 : *"Menurutku teks yang tentang Pyramids tadi menarik banget. Video nya juga keren, serasa ke Pyramids beneran."*
 ("I think the text about Pyramids was very interesting. The video was also awesome. **It seemed like I was in Pyramids.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The interview fragment shows that the students were excited about the new information they got from reading the text. They found that there were many new facts that they had never read before. The use of video was also beneficial in engaging the students with the text. They found that they seemed like were in the landmark discussed in the text. Such condition suggests that the students were highly involved in the text. This state improved during the second meeting.

The observations of the second meeting explained that the students' reading motivation in the area of involvement was at very high rate. Almost all of the students were enthusiastic to follow the flow of the text as indicated in the following data.

Waktu yang diberikan untuk diskusi telah habis namun siswa masih terlihat asyik melanjutkan diskusi dengan kelompok mereka. Mereka meminta kepada Guru untuk memberikan waktu tambahan.

Time allocation for the discussion was over but the students still enjoyed their group discussion. They lobbied the teacher to give them injury time.

Field Notes

The field note indicates that the students still enjoyed their group discussion even when the time allocation for the discussion was over. They lobbied the teacher to give them injury time to continue the discussion. This condition shows that the students were very involved in the text. This condition continued steadily during the third meeting.

The observations of the third meeting revealed that the students' reading motivation in the area of involvement was very high. The students' involvement was indicated from their arguments towards the topic of the text as shown in the following interview fragments.

- R : “*Kamu setuju nggak Dik sama teks tentang HIV AIDS tadi?*”
 (“Did you agree with the text about HIV AIDS that we had discussed?”)
- S : “*Aku kurang setuju, Mbak. Soalnya ya kan kita menghindari pengidap HIV AIDS karena siapa tahu kita bisa tertular.*”
 (“**I somewhat disagree with the text**, Mam. It was because we got away from the HIV AIDS victim for the sake of our safety.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Menurutmu pendapatmu gimana Dik teks tentang global warming tadi?*”
 (“What did you think about the global warming text that we had discussed?”)
- S : “*Bagus Mbak, aku setuju sama teks nya.*”
 (“I think the text is trusted. **I agreed with the text.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data above reveal the students’ arguments towards the topics of the texts. The texts discussed in this meeting were hortatory exposition. This meeting was the first time for the students to discuss about that text type. In view of the students’ responses, it is inferred that the students did not only comprehend the texts but also infer the meaning of the texts. It can be seen from the fact that they were able to state their own argument towards the discussed topic. Moreover, the students were very engage during the reading comprehension learning with tableau as indicated in the following data.

Para pemain tableau tampak sangat menjiwai peran mereka. Mereka melakukan gerakan yang diinstruksikan oleh narator dengan sungguh-sungguh. Para pemain menampilkan mimik wajah yang sangat mendukung pokok pikiran yang ingin mereka sampaikan.

The tableau players were emotionally engaged in their characters. They seriously did the poses based on the instructions of the narrator. They showed facial expressions which supported them to convey the main ideas they tried to present.

Field Notes

The field note shows that the students seriously did the tableau poses based on the instructions of the narrator. They showed facial expressions which supported them to convey the main ideas they tried to present. Based on the presented data, it is inferred that the students enjoyed the flow of the reading comprehension learning. Their engagement during the tableau performance suggests that they were involved in the text they conveyed in the form of tableau. In conclusion, the students' ability to choose their standpoints and their engagement during the reading comprehension learning showed that their reading motivation in the area of involvement was very strong.

(6) Importance

Importance is one of the reading motivation aspects that refer to the individual's valuing of different reading tasks or activities. During the first meeting, it was noticed that the students' reading motivation in the area of importance was at high level. The students highly valued the reading comprehension learning. They seriously did the reading tasks and activities as indicated in the following data.

R : *“Menurutmu pembelajaran dengan ‘Spider Web’ ada manfaatnya nggak, Dik?”*
 (“Do you think the use of ‘Spider Web’ during the reading comprehension learning was beneficial?”)

- S : *"Iya ada Mbak, kita jadi lebih paham tentang spesifiknya benda yang dilaporkan."*
 ("Yes, **it was beneficial**, Mam. **It helped us to get better comprehension** about the specific characters of the reported object.
- R : *"Oke oke. Senang nggak Dik sama kegiatan itu?"*
 ("Alright, did you enjoy the activity?")
- S : *"He em, senang."*
 ("Yes, **I enjoyed the activity.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above data show that the students considered that the activity using the semantic webbing strategy was beneficial. They found that the use of the strategy helped them to get better comprehension about the specific characters of the reported object of the report text. Indeed, the students were not only realizing the benefit of the activity but also enjoying it. Based on the presented data, it is inferred that during the first meeting, most of the students valued the activity they did during reading comprehension learning. They did the reading comprehension learning not only because they have to but also because they enjoy it and realize the benefit of it. They were very eager to have good reading comprehension ability. In other words, students' reading motivation in the area of importance was high. This state improved during the second meeting.

Based on the observations of the second meeting it was found that the students' valuing of reading activities was at very high level as indicated in the following interview fragments.

- R : *"Tadi kan penampilan tableau nya nggak dimasukin ke nilai, kamu tetep semangat nggak?"*
 ("Knowing your scores of the tableau was not used for the assisting score, did you still excited to do the task?")

- S : *“Aku tetep semangat, Mbak. Soalnya tableau itu enjoy. Kita bisa belajar dengan cara yang fun.”*
 (“Yes, **I still excited to do the activity with tableau even if it was not assessed**. It was because tableau was joyful. **Tableau enabled us to learn in a fun atmosphere.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The data show how the students valued the reading comprehension learning. They tended to be enthusiastic to accomplish the task well even they have known that there was no assessment for the task. They considered that being a good reader was important. As a result, they enjoyed any kinds of reading comprehension learning. When they found that the reading comprehension learning was fun, their reading motivation improved. Based on the above data, it is inferred that the students' reading motivation in the area of importance was very strong. It was signaled from the students' valuing on the reading activity and the text.

This state continued steadily during the third meeting. During this meeting, the students highly valued the activities conducted in the reading comprehension learning as stated in the following data.

- R : *“Tadi pas diskusiin tableau anak-anak kelompokmu pada niat buat nampilin yang sekeren mungkin atau biasa aja yang penting tampil?”*
 (“During the discussion for tableau performance, did your group members discuss it seriously to perform your best tableau or your group did it plainly?”)
- S : *“Iya Mbak pada niat buat bikin sik sebgus mungkin lah Mbak. Nek jelek ntar malah ngisin-isinke pas di depan. Malah digeguyu Mbak. Hahaha.”*
 (“**My group members were eager to perform it excellently**, Mam. **It will be awful if we presented bad performance** in front of the class. The other students would laugh at us. Hahaha.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were excited to do the task excellently. They did not want being ashamed since their task was awful. It indicates that being a good reader is an important matter for them. The above data signal that the students considered that doing the best in the reading comprehension learning was important. It is concluded that during the second meeting, students' reading motivation in the area of importance was very high. Students' awareness of the importance of reading tasks or activities remarkably improved.

(7) Recognition

Recognition falls under the extrinsic aspects of reading motivation. It refers to the gratification in receiving a tangible form of recognition for success in reading. During the first meeting, it was recorded that most of the students tended to show their reading comprehension ability as indicated in the following data.

- R : *“Kenapa sih Adik senang saat ditanya fakta yang menurutmu menarik setelah membaca teks?”*
 (“What made you delighted when you were asked about what was your favorite new fact after reading the text?”)
- S : *“Soalnya bisa ngungkapin pendapatku sendiri tentang yang menarik menurutku sendiri.”*
 (“It was because **I could express my original opinion** about what was interesting in the text.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Bagian yang paling disenengi yang mana, Dik?*”
 (“Which part of the activity that you liked the most?”)
 S : “*Kalau pas nyebutin prediksiku terus prediksinya itu bener.*”
 (“**It was delighted when I mentioned my prediction and it was accurate.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above data highlight on the students’ recognition motivation during the first meeting. Based on the data, it is found that the students were delighted when they were asked about what was their favorite new fact of the text they read. Furtehr, they were also delighted when they mentioned their prediction and it was accurate. In reference to the presented data, it is concluded that the students tended to be eager to express their ideas. They were eager to show ther ability. In short, it is concluded that the students’ reading motivation in the area of recognition motivation was high.

During the second meeting, it was noted that the students were very excited to show their reading comprehension ability. It can be seen in the following interview fragments.

- R : “*Kalau disuruh main tableau gitu seneng ya?*”
 (“Were you happy when you were asked to perform tableau?”)
 S : “*Seneng, bisa nambah PeDe.*”
 (“**Yes, I was happy to perform tableau.** It increased my confidence.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Terus bagian tableau yang paling disukai yang mana, Dik?*”
 (“Which part of the tableau that you liked the most?”)
 S : “*Ya itu waktu tampilnya. Pas tampil tuh malah lebih enjoy.*”
 (“**I liked the part when we perform tableau in front of the class.** It was exciting.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were happy when they performed tableau in front of the classmates. They seemed to be happy when the teacher praised them or when the other students recognized their achievement. In other words, it is said that they were gratified when they receive a tangible form of recognition for their achievement in reading.

During the third meeting, it was recorded that the students' reading motivation in the area of recognition was very high. It is indicated in the following field note.

Kelompok 4 tampak sangat senang saat penampilan kelompok mereka mendapat tepuk tangan meriah dari siswa lain.

Group 4 seemed to be very happy when their classmates gave them applause of their excellent performance.

Field Notes

The field note shows that one of the factors that evoked students' reading motivation was the gratification to receive praise for their reading achievement. The data suggest that the being noticeable motivation was in line with the motivation to improve reading comprehension ability. In other words, it is said that the implementation of the reading comprehension strategies evoked students' reading motivation successfully by taking benefit of students' eagerness of being recognized.

(8) Grades

Reading for grades is associated mainly with the desire to be favorably evaluated by the teacher. During the first meeting, it was noticed that students' reading motivation in the area of grades was high. For most of the students, getting good grades was an important matter. They were worried of getting poor reading grades as indicated in the following interview fragments.

- R : "*Nilai reading test kamu dapat berapa, Dik?*"
 ("How was your score of the second reading comprehension test?")
 S : "*Aku dapat 7.3. Wah belum nyampe KKM je Mbak.*"
 ("My score was 7.3. I have not reached the Minimum Mastery Criteria, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "*Dapat nilai di bawah KKM gimana Dik perasaanmu?*"
 ("How did you feel when you got the score under the Minimum mastery Criteria?")
 S : "*Ya malu Mbak, sedih. Hahaha.*"
 ("**Getting the low score I felt ashamed and depressed, Mam. Hahaha.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments reveal how the students considered reading grades were. The students were expected that they would be able to pass the minimum mastery criteria. This perception led them to give more effort for the assessed task better than the non-assessed task. They were anxious of getting bad score. To conclude, reading for grades was highly influential towards the students' reading motivation. Most of the students considered that getting good reading grade was important. Consequently, they read well to improve their

grades. So far, it was not contra productive with the goal of reading comprehension learning. There were two benefits reaped. Firstly, they were motivated to read the text well. Secondly, they got good reading scores.

During the second meeting, it was noticed that the students' perception towards reading grades was improved. Their eagerness to get good reading scores was improved and their eagerness to get good reading comprehension was also improved. They considered that having good reading grades is the same crucial with having excellent reading comprehension ability. As the result, the students did the task eagerly as noticed in the following data.

- R : *“Dapat nilai bagus sama punya pemahaman yang bagus milih mana, Dik?”*
 (“Which one did you preffer, getting good reading scores or getting good reading comprehension ability?”)
- S : *“Kalau aku ya milih dua duanya Mbak. Paham juga trus sama bagus juga nilainya.”*
 (“I preffered both of them, Mam. It was important to get good reading scores and good reading comprehension ability.”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

With regard to the presented data, it is inferred that the students were not only keen on getting good reading grades but also on mastering reading comprehension ability as well. In short, it is concluded that during the third meeting, students' reading motivation in the area of grades was very high. The motivation to get good reading grades was positively contributed towards their overall reading motivation.

The condition continuously happened in the third meeting. During the third meeting, the students were highly enthusiastic to get good grades. In line with their enthusiasm of getting good grades, they were also enthusiastic to comprehend the text as indicated in the following interview fragment.

- R : *“Pas diminta mengkonsep tableau sama pas ngerjain soal latihan mana yang tadi kamu kerjakan paling niat?”*
 (“Which one did you do seriously, between making the tableau concept and doing the reading test?”)
- S : *“Niat semuanya lah Mbak. Kan waktu mikir tableau tu kan nglatih kemampuan pemahaman kita, trus pas ngerjain ya juga niat, kan ntar masuk nilai. Jadi ya, paham juga iya, trus nilaiku tembus KKM juga dong harusnya.”*
 (“I did both of them seriously, Mam. Creating tableau was important for my reading comprehension while doing reading test was important for my reading scores. **I tried to grab both of them. Having good reading comprehension ability and having high reading scores.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The interview fragment implies that the students’ awareness of the significance of reading comprehension ability mastery was improved. They did not solely focus on getting good grades but also on the mastery of reading comprehension ability. As the effect, they did the reading comprehension learning totally. In short, it is concluded that during the third meeting the students’ reading motivation in the area of grades was very high. The students’ motivation to get good reading grades had positive correlation with their eagerness to improve their reading comprehension ability. It means that reading for grades was mutually related with the overall students’ reading motivation.

(9) Competition

Competition is one of the aspects of reading motivation that refers to the individual's attempt to outperform others in reading. The results of the observation in the first meeting show that the students' reading motivation in the area of competition was high. Most of the students were competitive. Competition aspect contributed significantly to the students' reading motivation as indicated in the following interview fragments.

- R : "*Pas kegiatan 'message in the bottle' tadi kenapa suka pas nebak?*"
 ("Why did you like the predicting phases of the 'message in the bottle' activity?")
- S : "*Soalnya seru aja. Kalau tebakannya benar senang.*"
 ("It was because predicting was exciting. **It was delighting when the prediction was correct.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "*Pas waktu kelompok lain sudah selesai mengerjakan dan kamu belum rasanya kemrungsung nggak, Dik?*"
 ("**When the other students have finished their task and you haven't done, did you feel hurried?**")
- S : "*Iya Mbak rasanya jadi kemrungsung.*"
 ("Yes, **I felt hurried**, Mam.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students liked the predicting phases of the 'message in the bottle' activity. They considered that the predicting phase was exciting. They felt delighted when their prediction was correct. This data signals that the students were eager to be the best at reading. They tried to get

more answers right than the other students did. The second interview fragment explains that the students feel hurried when they have not finished their task while the other group had done their tasks. They considered that being late in task completion was a trouble. This framework led them to be competitive in completing the task. In brief, the students' impulse to compete finally drove them to be less motivated readers. This condition improved in the second meeting.

During the second meeting, the observations indicated that the students' reading motivation in the area of competition was at very high level. During this meeting, competition aspect significantly evoked students' reading motivation. The students excited to read the text since they felt satisfied when they were able to outperform other students. It can be seen in the following data.

- R : *"Gimana rasanya waktu nampilin tableau di depan temen-temen?"*
 ("How did you feel when you performed tableau in front of the other students?")
- S : *"Kalau sudah berhasil sama temen-temennya kompak gitu rasanya seneneeeeeng!"*
 ("I was embarrassed but **it was a great pleasure when my group performed harmoniously.**")
- R : *"Kalau nggak pas nggak kompak?"*
 ("How did you feel when it was not successfully performed.")
- S : *"Kalau nggak kompak tu maluuuuuu."*
 ("**It was very awful if it was not conducted harmoniously.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were gratified when they performed the task successfully. In other hand, they were disappointed when they were not able to perform the task successfully. The facts suggest that the

students were satisfied when they were superior to the others. This kind of motivation led them to perform maximal effort in the reading comprehension learning. In short, it is inferred that the spirit to compete was mutually contributed towards the students' reading motivation.

During the third meeting, the observations indicated that the students' reading motivation in the area of competition was at very high level. During this meeting, competition aspect significantly evoked students' reading motivation. The students excited to read the text since they felt satisfied when they were able to outperform other students. It can be seen in the following data.

- R : *"Kelompok kamu menang ya?"*
 ("Your team won the tableau competition, didn't it?")
- S : *"Iya dong."*
 ("Yes, of course we did.")
- R : *"Seneng nggak, Dik?"*
 ("Were you happy of being the winner?")
- S8 : *"Seneng dong Mbak. Hahaha."*
 ("**Yes, of course I was happy of being the winner.** Hahaha.")
- S22 : *"Seneng Mbak nggak sia-sia kita pake properti macem-macem."*
 ("**I was happy, Mam. It was worth with our effort.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students were gratified when they performed the task successfully. The facts suggest that the students were satisfied when they were superior to the others. This kind of motivation led them to perform maximal effort in the reading comprehension learning. In short, it is inferred that the spirit to compete was mutually contributed towards the students' reading motivation.

(10) Social

Social reasons for reading refer to the process of sharing the meanings gained from reading with others. The observations of the first meeting showed that the students' reading motivation in the area of social reasons was high. The social reasons for reading strongly evoked students' reading motivation. The students were enthusiastic to crave the social interaction. It can be noticed in the following data.

- R : "*Kamu senang nggak sih Dik bekerja dalam kelompok?*"
 ("Did you enjoy working with group?")
- S : "*Seneng. Soalnya bisa mikirnya bareng-bareng.*"
 ("Yes, **I enjoyed working with group**. It was because **we could share our thought.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : "*Waktu 'message in the bottle' bisa efektif nggak Dik kerja kelompoknya?*"
 ("During the 'message in the bottle' activity, was your group able to conduct the group work smoothly?")
- S : "*Bisa, semuanya berkontribusi. Kan itu ada banyak kertas to, dibagi-bagi, jadi tiap anak dapat jatah satu kertas.*"
 ("Yes, **the discussion ran smoothly since all of the group members took active roles during the discussion**. So, each member got a card that they had to fill.")

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students actively involved during the group work activity. It was noted that they actively involved in group

work since they enjoyed working with group. It was because by working in group, they could share their thought. Further, during the group work activity it was found that they were able to conduct the group work smoothly. The discussion ran smoothly since all of the group members took active roles during the discussion. They share the responsibility to accomplish the task for all of the group members.

In reference to the above data, it is inferred that the social aspect strongly evoked the students' reading motivation. They were motivated to read the text seriously since they felt that as the group members they were responsible to do it. They considered that they have to give meaningful contribution for their group by reading the text carefully. Furthermore, the students felt comfortable to work in group as they could share their understanding to cope problems in reading comprehension. In other word, it is said that the social aspect had positive correlation with the students' eagerness to improve their reading comprehension ability. It means that social reasons for reading were mutually related with the students' reading motivation.

During the second meeting, it is found that the students' reading motivation in the area of social aspect was at very high level. as stated in the following field note.

- R : *"Nah waktu pertama kali kenal pembelajaran dengan tableau gini menurut Dik Hendra gimana?"*
 ("How did you feel when you know tableau at the first time?")
 S : *"Ya seru mbak. Seru kalau beregu itu seru."*
 ("**It was interesting. I think working in group is interesting.**")

Interview 9, March 31st, 2013

R: Researcher

S: Student

- R : “*Terus senang nggak kerja di dalam kelompok itu?*”
 (“Did you enjoy the activity in group?”)
 S : “*Seneng.*”
 (“Yes, **I enjoyed the group work activity.**”)
 R : “*Anggota kelompoknya pada urun rembug nggak, Dik?*”
 (“Did your group members give meaningful contribution?”)
 S : “*Iya kok.*”
 (“Yes, **they took part in the group work activity.**”)

Interview 9, March 31st, 2013

R: Researcher

S: Student

The above interview fragments show that the students considered that working in group was interesting. They enjoyed the group work activity. Further, the group work activity was effectively conducted since all of the group members took part in it. The discussion ran smoothly since all of the group members took active roles during the discussion. They share the responsibility to accomplish the task for all of the group members. In reference to the above data, it is inferred that the social aspect strongly evoked the students’ reading motivation.

During the third meeting, it was obtained that the contribution of social reasons for reading towards the students’ reading motivation was very high. During this meeting, it was noticed that the students’ passion to be socially interacted was very strong as indicated in the following data.

Siswa tampak sangat antusias mendiskusikan komposisi gerakan yang mewakili ide pokok tiap paragraf. Siswa berdiskusi dengan suasana santai dan menyenangkan. Mereka mencoba berbagai komposisi gerakan. Sesekali mereka tertawa ketika ada ide lucu yang muncul dalam diskusi.

The students seemed very enthusiastic in discussing the freeze composition which represented main ideas of each paragraph. **The discussion was done in relaxed and joyful atmosphere.** They tried some poses composition. Sometimes **they laughed** when they found there were ridiculous ideas during the discussion.

Field Note

The fields note explains how the social reasons evoked students' reading motivation particularly in the third meeting. During this meeting, it was found that the students' reading motivation in the area of social reasons was very high. It was indicated when the students seemed very enthusiastic in discussing the freeze composition which represented main ideas of each paragraph. The discussion was done in relaxed and joyful atmosphere. They tried some poses composition. Sometimes they laughed when they found there were ridiculous ideas during the discussion.

Based on the above data, it is inferred that the students were enthusiastic to crave social interaction. The students did not lose their sense of being socially interacted during the reading comprehension learning. Their excitement signals their desire to be socially interacted with others during the reading activity. In other word, it is said that during the third meeting, the social aspect had positive correlation with the students' reading motivation.

(11) Compliance

Compliance is one of the reading motivation aspects which refers to the motivation of reading to meet the expectations of others. During the first meeting, it was recorded that the students' motivation in the area of compliance was at high rate. Most of the students did the task completely. During the given time, they used the time appropriately to finish the task. When the given time was up, most of them had accomplished their tasks. It is indicated in the following data.

Menjelang sesi diskusi berakhir, kelompok yang belum menyelesaikan tugas segera mempercepat kerja mereka. Mereka segera menulis poin yang kurang dan cepat-cepat menggulung kertas dan memasukkannya ke dalam botol.

At the last minute of the group discussion, **groups which have not finished their tasks tried to race their work**. They wrote the points on the cards and rolled them then insert them to the bottle as quick as possible.

Field Notes

The field note explains that at the last minute of the group discussion, groups which have not finished their tasks tried to race their work. They wrote the points on the cards and rolled them then insert them to the bottle as quick as possible. This data signal that the students tried to finish the reading task as expected by the teacher. They considered that finishing every reading assignment on time was an important matter. To conclude, students' reading motivation in the area of compliance was at high level.

During the second meeting, it was found that the students tried to accomplish the whole tasks completely and perfectly. Indeed, they raced to finish their works on time as stated in the following field notes.

Siswa nampak bersemangat menyelesaikan konsep tableau mereka sebelum waktu habis. Setelah selesai dengan konsep tableau, mereka kemudian berlatih mempraktekkan gerakan sebelum tampil di depan kelas.

The students seemed **very excited to finish their tableau concept before the time was over**. Finishing discussing the concept, **they rehearsed the tableau poses before presented in front of the class**.

Field notes

The data suggest that the students craved to finish the tasks on time and ideally. As the implication of these desires, they did not avoid the task which were instructed by the teacher. They also tried to think deeply towards the text in order

to give the best result. Further, they tried to finish the task promptly. It means that the desire to comply the learning goals contributed positively towards students' reading motivation. The compliance factor diminished the work avoidance tendency. In short, the students' reading motivation in the area of compliance was at very high level.

This condition continued steadily during the third meeting. The observation towards reading comprehension learning showed that students' reading motivation in the area of compliance was at very high level. It was noticed that the students tried to accomplish the task as they expected to do. It can be seen in the following data.

Siswa mencoba melengkapi penampilan mereka dengan menggunakan properti yang dapat mendukung dalam penyampaian ide pokok.

The students tried to improve their performance by using property which support them to present the main idea.

Field Notes

The field note shows that the students were enthusiastic to accomplish their task pleasingly. They tried to improve their performance by using property which support them to present the main idea of the tableau performance. It suggests that they did the task not only because they have to but also because they eager to. To conclude, the students' reading motivation during the third meeting was strongly evoked by their desire to comply the expected criteria that should be achieved. The desire to comply the expected requirements had motivated students to read. It means that compliance aspect was mutually correlated with the students' reading motivation.

b) Reading Engagement

(3) Observation Checklist of the Overall Students Reading Engagement

The discussion about students' reading engagement covered four areas, those are; affective reading engagement, behavioral reading engagement, cognitive reading engagement, and social reading engagement. The results of the observations can be seen in the following tables.

Table 4.15. Observation's Results of Reading Engagement in Cycle 2

Meeting/ Cycle	Reading Comprehension Strategies	Text Types	ARE	BRE	CRE	SRE
1/ Cycle II	Semantic Webbing with Jigsaw + Know-Want-Learned (K-W-L) using Attractive Rubric	Report	●	●	●	●
2/ Cycle II	Tableau + Graphic Organizers	Analytical Exposition	●	●	●	●
3/ Cycle II	Tableau + Graphic Organizers	Hortatory Exposition	●	●	●	●

● Very high ● High ● Fair ● Low ● Very low

ARE : Affective Reading Engagement
BRE : Behavioral Reading Engagement
CRE : Cognitive Reading Engagement
SRE : Social Reading Engagement

The discussion is organized in four issues. Those are affective reading engagement, behavioral reading engagement, cognitive reading engagement, and social reading engagement.

(a) Affective Reading Engagement

During the implementation of multiple reading comprehension strategies in the Cycle 2, it was recorded that the students' affective reading engagement

was very high. The class was lively. Most of the students were confident to express their ideas. They completely enjoyed the reading comprehension learning. Students' attitude implied high excitement. Their facial expression showed high interest and enthusiasm. They freely made noises, jokes, or expressions which suggest interest. They were very excited in learning new things.

(b) Behavioral Reading Engagement

During the implementation of multiple reading comprehension strategies in the Cycle 2, it was recorded that the students' behavioral reading engagement was very high. Almost of the students focused on the reading comprehension learning with minimum disruptions. They did not need to be forced to get to work. Furthermore, most of them did not easily give up as they found difficulties during the reading comprehension learning. They asked help from the teacher and the researcher when they found learning problems. This state steadily happened during the third meeting.

(c) Cognitive Reading Engagement

During the implementation of multiple reading comprehension strategies in the Cycle 2, it was recorded that the students' cognitive reading engagement was very high. Almost all of the students expressed thoughtful ideas and answers. They often asked questions that were relevant or appropriate to learning. They applied reading comprehension strategies effectively and focused on the text

meaning. Almost all of them understood the learning goals that they have to accomplish. They often shared their opinions and reflected on complex problems.

(d) Social Reading Engagement

During the implementation of multiple reading comprehension strategies in the Cycle 2, it was recorded that the students' social reading engagement was very high. Almost of the students were very enthusiastic when there was their classmate that was speaking. They often initiated interaction and did it eagerly. Almost of them willingly discussed ideas with other students. Their attitude showed very high desire to share response or unsolicited comments.

In addition, the researcher and the second observer conducted observations on students' reading engagement by using Reading Engagement Index observation checklist. The result of the observation was recorded in the following table.

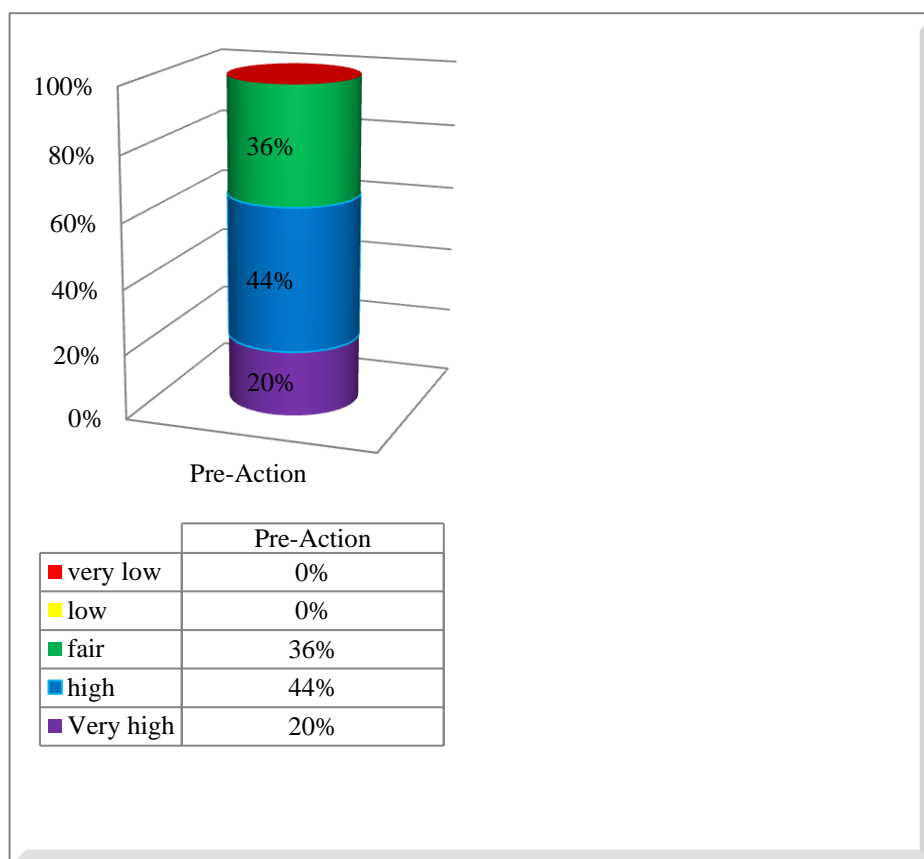
Table 4.15. Observation's Results of Reading Engagement in Cycle 2

Score	Frequency	Percentage	Category
X > 28.05 - 35.0	5	20%	very high
X > 23.35 - 28.05	11	44%	high
X > 18.65 - 23.35	9	36%	fair
X > 13.95 - 18.65	0	0%	low
X ≤ 13.95	0	0%	very low
Mean	25.02		

The Reading Engagement Index (REI) before the implementation of the action indicates that there were 5 (five) student who was completely engaged in

reading, 11 (eleventh) students who were very engaged in reading, 9 (nine) students who were moderately engaged in reading, 0 (zero) student who was lack of reading engagement, and 0 (zero) student who was very lack of reading engagement. The data implies that students' reading engagement was improved as shown in the following figure.

Figure 4.11. Percentage of Reading Engagement Index (REI) in Cycle 2



The comparison of the students' Reading Engagement Index (REI) on Cycle 1 after the implementation of Cycle 2 can be seen from the following table.

Table 4.16 The Comparison of Reading Engagement Index (REI) between Cycle 1 and Cycle 2

Category	Score	Phase	f	%	Improvement
Very high	$X > 28.05 - 35.0$	Cycle 1	0	0%	+20%
		Cycle 2	5	20%	
High	$X > 23.35 - 28.05$	Cycle 1	7	28%	+16%
		Cycle 2	11	44%	
Fair	$X > 18.65 - 23.35$	Cycle 1	12	48%	-12%
		Cycle 2	9	36%	
Low	$X > 13.95 - 18.65$	Cycle 1	6	24%	-24%
		Cycle 2	0	0%	
Very low	$X \leq 13.95$	Cycle 1	0	0%	0%
		Cycle 2	0	0%	

The clear view of the students' reading comprehension ability can be seen in the following figure.

Figure 4.12. Visual Comparison of Reading Engagement Index (REI) between Cycle 1 and Cycle 2

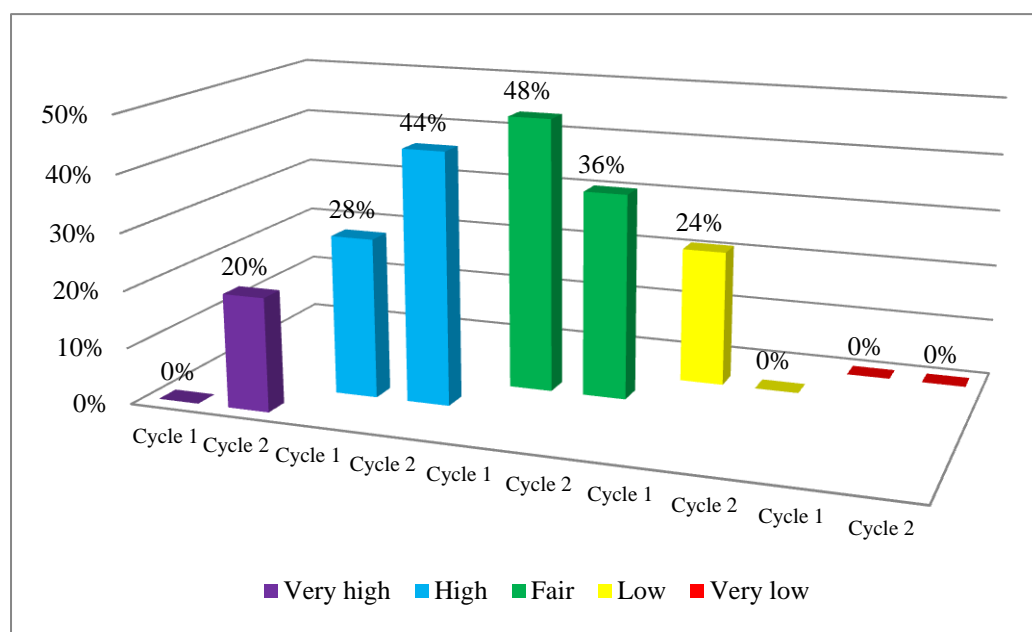


Table 4.17. Students' Reading Comprehension Ability Scores in Cycle 2

Mean	Reach the Minimum Mastery Criteria (KKM)	Under the Minimum Mastery Criteria (KKM)
7.6	16 students (64 %)	9 students (36 %)
<i>The Minimum Mastery Criteria (KKM)= 7.5</i>		

The table shows that the mean of the students' reading comprehension ability score after Cycle 2 was 7.6. There were 9 (nine) students who were not able to reach the minimum score stated in the curriculum. There were 16 (sixteen) students who reached 7.5. It means that there was a progress of students' reading comprehension ability as shown in the following table.

Figure 4.13. Percentage of the Students' Reading Comprehension Ability Score after Cycle 2

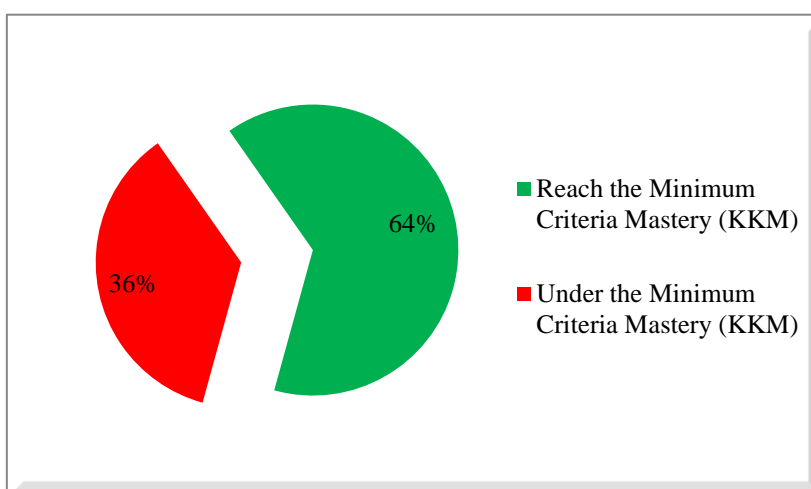
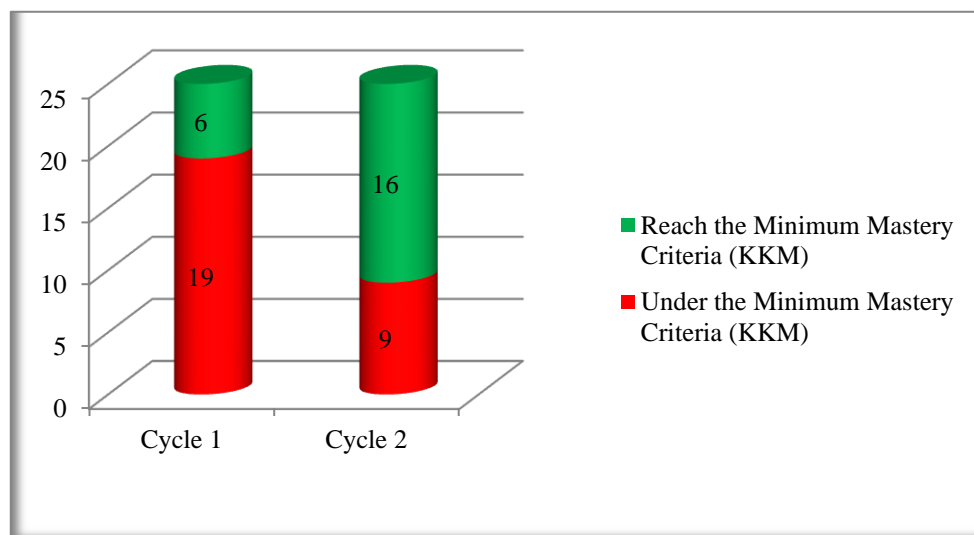


Table 4.18. Comparison of the Students' Reading Comprehension Ability in Cycle 1 and Cycle 2

	Cycle 1	Cycle 2	Improvement
Reach the Minimum Mastery Criteria (KKM)	24%	64 %	+40%
Under the Minimum Mastery Criteria (KKM)	76%	36 %	−40%
Mean	6.9	7.6	0.7 points (9.2 %)

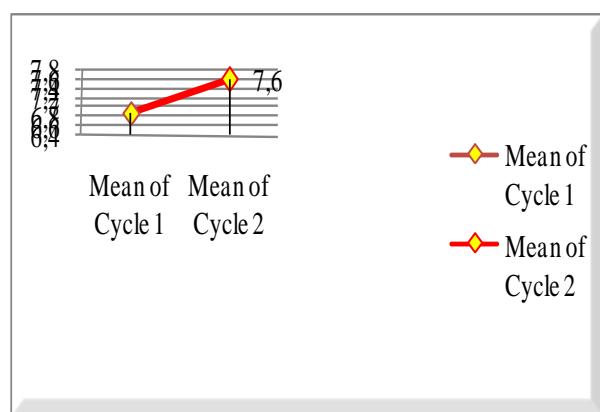
The clear view of the students' reading comprehension ability can be seen in the following figure.

Figure 4.14. Visual Comparison of the Students' Reading Comprehension Ability Cycle 1 and Cycle 2



From the above data, it is clear that there was a decrease of the number of the students who were not reached the Minimum Mastery Criteria (KKM) from 19 (nineteen) students to 9 (nine) students. There was also an increase of the number of the students who reached the Minimum Mastery Criteria (KKM) from 6 (six) student to 16 (sixteen) students. The improvement of the students who reached the Minimum Mastery Criteria (KKM) was 40%. The mean score was also increased 0.7 points from 6.9 to 7.6.

Figure 4.17. **Comparison in Mean of Reading Comprehension Ability Test in Cycle 1 and Cycle 2**



Research Findings

This section shows the results of the research through the qualitative and the quantitative data. In the end of the study, it is concluded that the actions conducted are successful. It can be seen from the results of the questionnaires, interviews, observations of overall reading motivation and engagement, observations of students' reading engagement using Reading Engagement Index (REI), observations of the strategy implementations, and reading comprehension tests. The followings are the findings obtained during the research focusing on the implementation of multiple reading comprehension strategies to improve reading comprehension learning.

The first section shows the findings of the students reading motivation and engagement gained from questionnaires. The questionnaires were given twice during the pre-action and post-action. The questionnaire results are analyzed quantitatively. The *Mode* score of the pre-questionnaire is 2 while the *Mode* score of the post-questionnaire is 3. It can be seen that the score of the second questionnaire is higher than the first one. It means that the students' reading motivation and engagement improves after the actions are implemented.

However, the scores above are still raw. To get the more valid data about the students' improvement, the data were then analyzed using *Chi Square* statistic by running computer application of SPSS 17.0. The analysis was conducted to know the significance of the *Mode* score improvement. The detailed statistic data are presented in the following tables.

Table 4.19. Chi Square Analysis of the Questionnaire on Reading Motivation and Reading Engagement

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
The Implementation of Multiple Reading Comprehension Strategies * Students' Reading Motivation and Reading Engagement	50	100.0%	0	.0%	50	100.0%

The Implementation of Multiple Reading Comprehension Strategies * Students' Reading Motivation and Reading Engagement Crosstabulation

			Students' Reading Motivation and Reading Engagement			Total
			Rarely	Often	Always	
The Implementation of Multiple Reading Comprehension Strategies	Pre-Action	Count	17	6	2	25
		Expected Count	11.0	12.0	2.0	25.0
		% within The Implementation of Multiple Reading Comprehension Strategies	68.0%	24.0%	8.0%	100.0%
		% within Students' Reading Motivation and Reading Engagement	77.3%	25.0%	50.0%	50.0%
	After the Action	Count	5	18	2	25
		Expected Count	11.0	12.0	2.0	25.0
		% within The Implementation of Multiple Reading Comprehension Strategies	20.0%	72.0%	8.0%	100.0%
		% within Students' Reading Motivation and Reading Engagement	22.7%	75.0%	50.0%	50.0%
Total		Count	22	24	4	50
		Expected Count	22.0	24.0	4.0	50.0
		% within The Implementation of Multiple Reading Comprehension Strategies	44.0%	48.0%	8.0%	100.0%
		% within Students' Reading Motivation and Reading Engagement	100.0%	100.0%	100.0%	100.0%

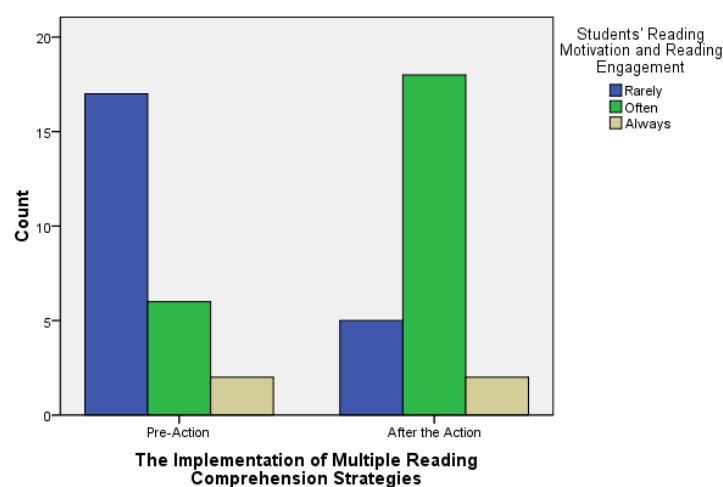
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.545 ^a	2	.002
Likelihood Ratio	13.195	2	.001
Linear-by-Linear Association	7.230	1	.007
N of Valid Cases	50		

a. 2 cells (33,3%) have expected count less than 5. The minimum expected count is 2,00.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.501	.002
	Cramer's V	.501	.002
N of Valid Cases		50	



As the interpretation of the *Chi Square* test output, there are two hypotheses proposed:

- 1) H_0 = There is no significant improvement of the students' reading motivation and engagement in the pre-questionnaire and post-questionnaire.
- 2) H_a = There is a significant improvement of the students' reading motivation and engagement in the pre-questionnaire and post-questionnaire.











If $p > 0.05$, H_0 is received or there is no significant improvement of the students' reading motivation and engagement in the pre-questionnaire and post-questionnaire. If $p < 0.05$, H_a is received or there is a significant improvement of the students' reading motivation and engagement in the pre-questionnaire and













post-questionnaire. Furthermore, if the *Chi Square* value in the table is lower than the measured *Chi Square*, H_0 is received and H_a is refused. If the *Chi Square* value in the table is higher than the measured *Chi Square*, H_0 is refused and H_a is received.

The *Chi Square* test using SPSS 17.0 shows the value of measured *Chi Square* is $X^2 (2, N = 50) = 12.545$, $p < 0.05$. The *Chi Square* of the table is 7.815. The significance measured value is 0.02. As the value of measured *Chi Square* is higher than that of the table score ($12.545 > 7.815$) and the significance measure value is under that of the table ($0.02 < 0.05$) it means that H_0 is rejected. In other words, the improvement of the *Mode* score is significant. It is concluded that there was a significant relationship between the implementation of multiple reading comprehension strategies and the students' reading motivation and engagement.

The second section shows the findings of observations towards overall students' reading motivation and engagement during the action implementations. There were six meetings observed, three meetings were conducted in the Cycle 1 and the rest were in the Cycle 2. The observations of students' reading motivation including 11 aspects which will be explained later. Meanwhile, the aspects of reading engagement including affective reading engagement, behavior reading engagement, cognitive reading engagement, and social reading engagement. The observation results are as follows.

Table 4. 20. The Comparison of Reading Motivation and Reading Engagement between Cycle 1 and Cycle 2

Meeting/ Cycle	Reading Comprehension Strategies	Text Types	RM	ARE	BRE	CRE	SRE
1/ Cycle I	Semantic Webbing	Report					
2/	Directed Reading-Thinking Activity (DR-TA)	Narrative					

Cycle I	+ Graphic Organizers				
3/ Cycle I	Selective Underlining and Note Taking + K-W-L using conventional rubric + Graphic Organizers	Analytical Exposition			
1/ Cycle II	Semantic Webbing with Jigsaw + Know-Want-Learned (K-W-L) using Attractive Rubric	Report			
2/ Cycle II	Tableau + Graphic Organizers	Analytical Exposition			
3/ Cycle II	Tableau + Graphic Organizers	Hortatory Exposition			

 Very high
  High
  Fair
  Low
  Very low

RM : Reading Motivation
 ARE : Affective Reading Engagement
 BRE : Behavioral Reading Engagement
 CRE : Cognitive Reading Engagement
 SRE : Social Reading Engagement

The table shows that the students' reading motivation was changed significantly from fair to very high in the second meeting. However, in the third meeting, the rate was decrease into high. This rate continued in the fourth meeting and changed into very high in the fifth and sixth meeting. In the scope of reading engagement, the results of each aspect were varied. It indicates that the students' reading engaament is changing across time and the implementation of multiple reading comprehension strategies has their own results.

The implementation of Semantic Webbing was resulted on low affective reading engagement and fair on behavior, cognitive, and social reading engagement. The implementation of Directed Reading-Thinking Activity (DR-TA) combining with Graphic Organizers resulted on the very high affective and social reading engagement. Menwhile, the behavior and cognitive reading engagement was not very high either. It was in the high rate. The implementation of Selective Underlining and Note Taking combining with K-W-L and Graphic Organizers was resulted on fair affective and social reading engagement. In

contrary, the effect of students' cognitive engagement was very high and high rate on the behavior reading engagement.

The results of the observation towards students' reading motivation are as follows. The observations including 11 aspects of reading motivation including self – efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance.

Table 4.21. The Comparison of Observation's Results on Reading Motivation Aspects between Cycle 1 and Cycle 2

No.	Aspects	Cycle 1			Cycle 2		
		1 st	2 nd	3 rd	1 st	2 nd	3 rd
1.	Self – efficacy	●	●	●	●	●	●
2.	Challenge	●	●	●	●	●	●
3.	Work Avoidance	●	●	●	●	●	●
4.	Curiosity	●	●	●	●	●	●
5.	Involvement	●	●	●	●	●	●
6.	Importance	●	●	●	●	●	●
7.	Recognition	●	●	●	●	●	●
8.	Grades	●	●	●	●	●	●
9.	Competition	●	●	●	●	●	●
10.	Social	●	●	●	●	●	●
11.	Compliance	●	●	●	●	●	●

● Very high ● High ● Fair ● Low ● Very low

The third section shows the findings of observations towards students' reading engagement during the action implementations. The observation was conducted using Reading Engagement Index (REI) to monitor students' reading engagement. The observations were focused on the individual student. There were six meetings observed, three meetings were conducted in the Cycle 1 and the rest were in the Cycle 2.

Table 4.22. The Comparison of Reading Engagement Index (REI) between Pre-Action, Cycle 1, and Cycle 2

Student Number	Pre-Action	Cycle I	Cycle II	Improvement Score	Improvement Percentage
1	13	20	25	12	34.1%
2	16.5	22	28	11.5	32.9%
3	13	18.5	21.5	8.5	24.3%
4	17.5	23.5	26	8.5	24.3%
5	13.5	20	23	9.5	27.1%
6	16.5	22.5	25.5	9	25.7%
7	12.5	20	25	12.5	35.7%
8	17	24.5	28.5	11.5	32.9%
9	12.5	19.5	23	10.5	30%
10	13.5	22	23.5	10	28.6%
11	22	27.5	29	7	20%
12	17.5	25	29	11.5	32.9%
13	22	26	29.5	7.5	21.4%
14	17.5	24	28	10.5	30%
15	16	20	25	9	25.7%
16	13.5	19	21.5	8	22.9%
17	14	20	26	12	34.1%
18	23	26.5	30.5	7.5	21.4%
19	10.5	16.5	21	10.5	30%
20	10	17	20.5	10.5	30%
21	9.5	16	20	10.5	30%
22	14	18.5	22	8	22.9%
23	14.5	21	27	12.5	35.7%
24	14.5	21.5	26.5	12	34.1%
25	13	18.5	21	8	22.9%
Average Score	15.08	21.18	25.02	9.94	28.4%

From the results of the REI scores during the Pre-Action, Cycle 1, and Cycle 2, it is found that the averagescoresare increasing across time. The Cycle 1 scores are higher than that of the Pre-Action, while the Cycle 2 scores are higher than that of Pre-Action. This implies that students' reading engagement is improved. It showsthe success of the action implementations during the research.

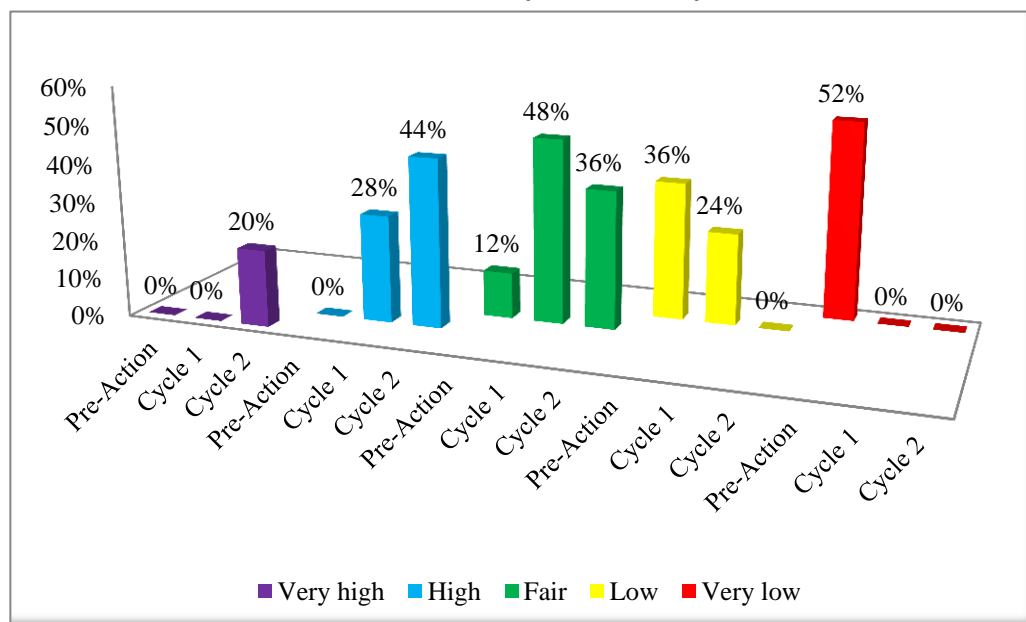
The following table shows the comparison of the students' reading engagement during the Pre-Action, Cycle 1, and Cycle 2.

Table 18: The Comparison of the Students' Reading Engagement in Pre-Action, Cycle 1 and Cycle 2

Category	Pre-action	Cycle 1	Cycle 2	Improvement
Very high	0%	0%	20%	+20%
High	0%	28%	44%	+44%
Fair	12%	48%	36%	+24%
Low	36%	24%	0%	-36%
Very low	52%	0%	0%	-52%

The table explains that the number of the students who were very lack of reading engagement was decrease significantly from 52% in the pre-action to 0% in the Cycle 1 and 0% in the Cycle 2. The number of students who were lack of reading engagement was decrease from 36% in the Pre-Action to 24% in the Cycle 1 and 0% in the Cycle 2. In other hand, the number of the students who were moderately engaged in reading was increase from 12% in the Pre-Action to 48% in the Cycle 1. This number was decrease in the Cycle 1 into 36% but the number of the students who were highly engage was increase from 28% in the Cycle 1 into 44% in the Cycle 2. The number of the students who was completely engaged in reading was improved 20%. The comparison the Reading Engagement Index (REI) among the three phases is visualized as follows.

Figure 4.18. Visual Comparison of Reading Engagement Index (REI) between Pre-Action, Cycle 1 and Cycle 2



However, the scores of Reading Engagement Index (REI) above are still raw. To get the more valid data about the students' improvement, the data were then analyzed using the computer application of SPSS 17.0 to know the standard deviation and the result of the analysis of variance (ANOVA) test. The standard deviation gives the information about the heterogeneity or the homogeneity of a distribution. As the standard deviation is greater, the distribution of the data is more heterogeneous. As the standard deviation is smaller, the distribution of the data is more homogenous. Besides, the researcher used the ANOVA test to know the significant improvement of the students' reading engagement in the pre-test, progress-test, and post-test. The detailed statistic data are presented in the following tables.

Table 4.24. ANOVA Analysis of Reading Engagement Index (REI)

Descriptives

Reading Engagement Index (REI)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Pre-Action	25	15.0800	3.53164	.70633	13.6222	16.5378	9.50	23.00
Cycle 1	25	21.1800	3.13542	.62708	19.8858	22.4742	16.00	27.50
Cycle 2	25	25.0200	3.17700	.63540	23.7086	26.3314	20.00	30.50
Total	75	20.4267	5.24256	.60536	19.2205	21.6329	9.50	30.50

Test of Homogeneity of Variances

Reading Engagement Index (REI)

Levene Statistic	df1	df2	Sig.
.085	2	72	.919

ANOVA

Reading Engagement Index (REI)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1256.327	2	628.163	58.169	.000
Within Groups	777.520	72	10.799		
Total	2033.847	74			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Reading Engagement Index (REI)

			Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
(I) Action Implementation	(J) Action Implementation	Lower Bound				Upper Bound	
Tukey HSD	Pre-Action	Cycle 1	-6.10000 [*]	.92947	.000	-8.3243	-3.8757
		Cycle 2	-9.94000 [*]	.92947	.000	-12.1643	-7.7157
	Cycle 1	Pre-Action	6.10000 [*]	.92947	.000	3.8757	8.3243
		Cycle 2	-3.84000 [*]	.92947	.000	-6.0643	-1.6157
	Cycle 2	Pre-Action	9.94000 [*]	.92947	.000	7.7157	12.1643
		Cycle 1	3.84000 [*]	.92947	.000	1.6157	6.0643
LSD	Pre-Action	Cycle 1	-6.10000 [*]	.92947	.000	-7.9529	-4.2471
		Cycle 2	-9.94000 [*]	.92947	.000	-11.7929	-8.0871
	Cycle 1	Pre-Action	6.10000 [*]	.92947	.000	4.2471	7.9529
		Cycle 2	-3.84000 [*]	.92947	.000	-5.6929	-1.9871
	Cycle 2	Pre-Action	9.94000 [*]	.92947	.000	8.0871	11.7929
		Cycle 1	3.84000 [*]	.92947	.000	1.9871	5.6929

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Reading Engagement Index (REI)					
Action Implementation		N	Subset for alpha = 0.05		
			1	2	3
TukeyHSD ^a	Pre-Action	25	15.0800		
	Cycle 1	25		21.1800	
	Cycle 2	25			25.0200
	Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 25,000.

The fourth section of the shows the findings of students reading comprehension ability gained from reading comprehension tests. There are three set of tests, those are pre-test, progress-test, and post-test. The pre-test was given before the action implementation. The progress-test was given after the implementation of Cycle 1. Meanwhile, the post-test was given after the implementation of Cycle 2. The reading comprehension test results were analyzed quantitatively. The following is the results of the reading comprehension tests.

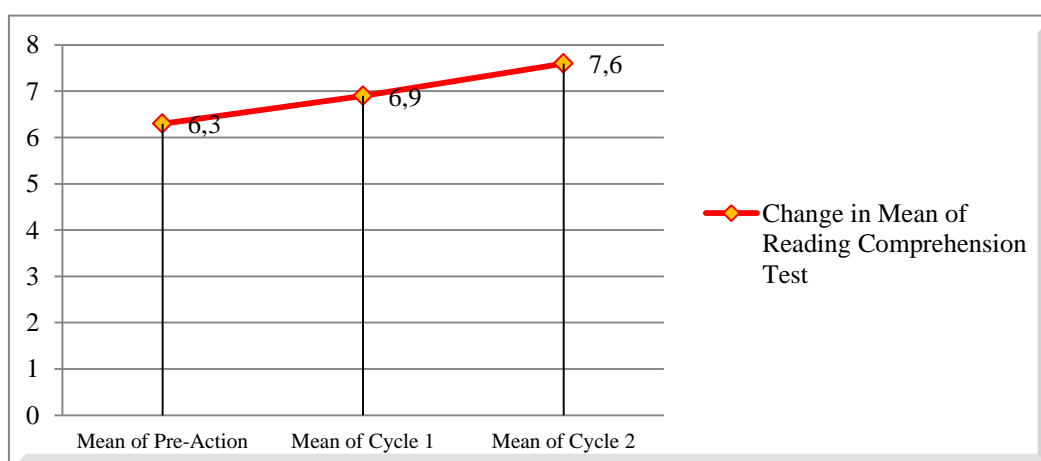
Table 4.25. The Result of the Pretest, Progress test, and Posttest

Student Number	Score of the Pretest	Score of the Progress test	Score of the Posttest
1	5.7	6.3	7.3
2	6	6	7.7
3	5	6	6.7
4	6	7.3	7.3
5	6	6.3	6.7
6	5	7	7.3
7	5.7	5.7	7.3
8	7.3	7	8.7
9	6	7.3	8.7
10	7	7.3	7.3
11	7.7	8.7	9.3
12	7	7.7	8.7

13	6.7	7.7	8.3
14	7.3	8.3	8
15	7	7	7.3
16	5	6.7	7.3
17	7	7	7.7
18	6	8	8.3
19	5	4.7	7.3
20	5.3	6.3	7.3
21	6.7	7.3	7.3
22	7	7.3	7
23	6	7	7.3
24	7	7	7.3
25	7	7	7
Mean	6.3	6.9	7.6

From the results of the pre-test, progress-test, and post-test above, it is found that the averagescores is increasing across time as visualized in the following figure.

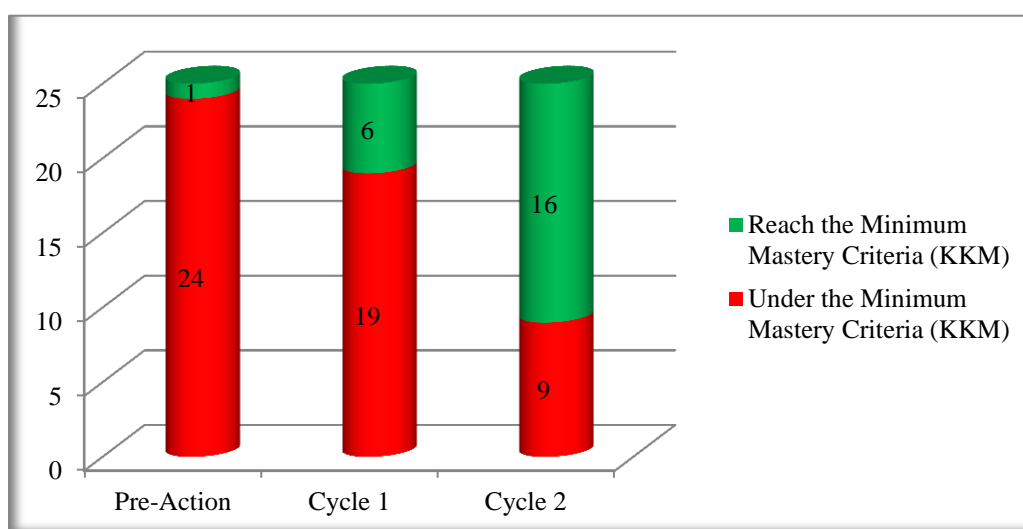
Figure 4.19. Comparison in Mean of Reading Comprehension Ability Test in Pre-Action, Cycle 1 and Cycle 2



The mean of the progress-test is higher than that of the pre-test, while the mean of the post-test is higher than that of the progress-test. This implies that

students' reading comprehension ability is improved. It shows the success of the action implementations during the research. Furthermore, the number of the students who reached the Minimum Mastery Criteria (KKM) is increased during the Pre-Action, Cycle 1, and Cycle 2. The number of the students who reached the Minimum Mastery Criteria (KKM) was increased from 1 (one) student in the Pre-Action to 6 (six) students in the Cycle 1, and 16 (sixteen) students in the Cycle 2. In contrary, the number of the students who were under the Minimum Mastery Criteria (KKM) was decreased from 24 (twenty-four) students in the Pre-Action to 19 (nineteen) students in the Cycle 1, and 9 (nine) students in the Cycle 2. This implies that students' reading comprehension ability is improved. It shows the success of the action implementations during the research as shown in the following figure.

Figure 4.20. Visual Comparison of the Students' Reading Comprehension Ability between Pre Action, Cycle 1 and Cycle 2



However, the scores above are still raw. To get the more valid data about the students' improvement, the data were then analyzed using the computer application of SPSS 17.0 to know the standard deviation and the result of the analysis of variance (ANOVA) test. The standard deviation gives the information about the heterogeneity or the homogeneity of a distribution. As the standard deviation is greater, the distribution of the data is more heterogeneous. As the standard deviation is smaller, the distribution of the data is more homogenous. Besides, the researcher used the ANOVA test to know the significant improvement of the students' reading comprehension ability in the pre-test, progress-test, and post-test. The detailed statistic data are presented in the following tables.

Table 4.26. **Statistics Analysis of Reading Comprehension Scores**

Descriptives								
Score of the Test								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Pre-Test	25	6.272	.8434	.1687	5.924	6.620	4.7	7.7
Progress-Test	25	6.968	.8071	.1614	6.635	7.301	5.0	8.7
Post-Test	25	7.628	.6895	.1379	7.343	7.913	6.7	9.3
Total	75	6.956	.9523	.1100	6.737	7.175	4.7	9.3

The first output shows the descriptive statistic. The table shows the *Mean* of the pre-test is 6.272; the standard deviation is 0.8434; and the standard error mean is 0.1687. Meanwhile, the mean of the progress-test is 6.968; the standard deviation is 0.8071; and the standard error mean is 0.1614. The mean of the post-test is 7.628; the standard deviation is 0.6895; and the standard error mean is 0.1379. Comparing the three phases of the test, there are sustained increasing

numbers of the mean among phases. It shows the students' improvements in the average scores of the pre-test, progress-test, and post-test.

To know whether the variance of the pre-test, progress-test, and post-test is identic, a variances homogeneity analysis conducted. As the interpretation of the output of homogeneity variances test, there are two hypotheses proposed:

- 1) H_0 = Scores of the students' reading comprehension ability in the pre-test, progress-test, and posttest are homogeneous.
- 2) H_a = Scores of the students' reading comprehension ability in the pre-test, progress-test, and posttest are not homogeneous.

If $\text{sig.} > 0.05$, H_0 is received or the scores of the students' reading comprehension ability in the pre-test, progress-test, and posttest are homogeneous. If $\text{sig.} < 0.05$, H_a is received or the scores of the students' reading comprehension ability in the pre-test, progress-test, and posttest are not homogeneous. The result of the analysis is presented as follows.

Test of Homogeneity of Variances

Score of the Test			
Levene Statistic	df1	df2	Sig.
1.016	2	72	.367

In the the output of homogeneity variances test, the value of significance is 0.367. Because the $\text{sig.} > 0.05$, H_0 is received or the scores of the students' reading comprehension ability between the pre-test, progress-test, and posttest are homogeneous. Since the four catalysts are homogeneous, the test was continued to the analysis of variance (ANOVA).

The analysis of variance (ANOVA) is aimed to know whether mean of the pre-test, progress-test, and posttest is identical or not. The result of the ANOVA test is presented as follows.

ANOVA

Score of the Test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.990	2	11.495	18.761	.000
Within Groups	44.115	72	.613		
Total	67.105	74			

As the interpretation of the output of homogeneity variances test, there are two hypotheses proposed:

- 1) H_0 = Mean of the students' reading comprehension ability in the pre-test, progress-test, and posttest are homogeneous.
- 2) H_a = Mean of the students' reading comprehension ability in the pre-test, progress-test, and posttest are not homogeneous.

If the measured *Anova* value is lower than that of table, or if the sig. > 0.05, H_0 is received or the *Mean* of the students' reading comprehension ability in the pre-test, progress-test, and posttest are homogeneous. If the measured *Anova* value is higher than that of table or if the sig. < 0.05, H_a is received or the *Mean* of the students' reading comprehension ability in the pre-test, progress-test, and posttest are not homogeneous.

The table above shows that the value of *Anova* measured is 18.761. Meanwhile, the degree of freedom (df) between groups is 3 and that of within groups

is 12. It means that the df pembilang is 3 and df penyebut is 9. By consulting this value to the F table, it is found that the *Anova* value of the table is 3.12. In view of the fact that the measured score is higher than the table score ($18.761 > 3.12$) and the sig. measured is lower than the significance value of the table ($0.000 < 0.05$), it can be concluded that the improvement of the *Mode* score is significant.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Score of the Test

	(I) Phase of the Test	(J) Phase of the Test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Pre-Test	Progress-Test	-.6960*	.2214	.007	-1.226	-.166
		Post-Test	-1.3560*	.2214	.000	-1.886	-.826
	Progress-Test	Pre-Test	.6960*	.2214	.007	.166	1.226
		Post-Test	-.6600*	.2214	.011	-1.190	-.130
	Post-Test	Pre-Test	1.3560*	.2214	.000	.826	1.886
		Progress-Test	.6600*	.2214	.011	.130	1.190
LSD	Pre-Test	Progress-Test	-.6960*	.2214	.002	-1.137	-.255
		Post-Test	-1.3560*	.2214	.000	-1.797	-.915
	Progress-Test	Pre-Test	.6960*	.2214	.002	.255	1.137
		Post-Test	-.6600*	.2214	.004	-1.101	-.219
	Post-Test	Pre-Test	1.3560*	.2214	.000	.915	1.797
		Progress-Test	.6600*	.2214	.004	.219	1.101

*. The mean difference is significant at the 0.05 level.

Score of the Test

	Phase of the Test	N	Subset for alpha = 0.05		
			1	2	3
Tukey HSD ^a	Pre-Test	25	6.272		
	Progress-Test	25		6.968	
	Post-Test	25			7.628
	Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 25,000.

In terms of the heterogeneity/homogeneity, there are decreasing numbers of the standard deviation between the pre-test, progress-test, and post-test. It shows that the data distributions are more homogenous. The range of the students' scores in the posttest is smaller than that in the progress-test and pretest. Thus, they have the more similar scores in terms of reading comprehension ability. It indicates the success of the reading comprehension learning.

As the interpretation of the output paired sample test, to know whether there is a significant difference between the mean of the pretest and that of the posttest, there are two hypotheses proposed:

- 1) H_0 = There is no significant improvement of the students' reading comprehension ability in the pre-test, progress-test, and posttest.
- 2) H_a = There is a significant improvement of the students' reading comprehension ability in the pre-test, progress-test, and posttest.

If $p > 0.05$, H_0 is received or there is no significant improvement of the students' reading comprehension ability in the pre-test, progress-test, and posttest. If $p < 0.05$, H_a is received or there is a significant improvement of the students' reading comprehension ability in the pre-test, progress-test, and posttest.

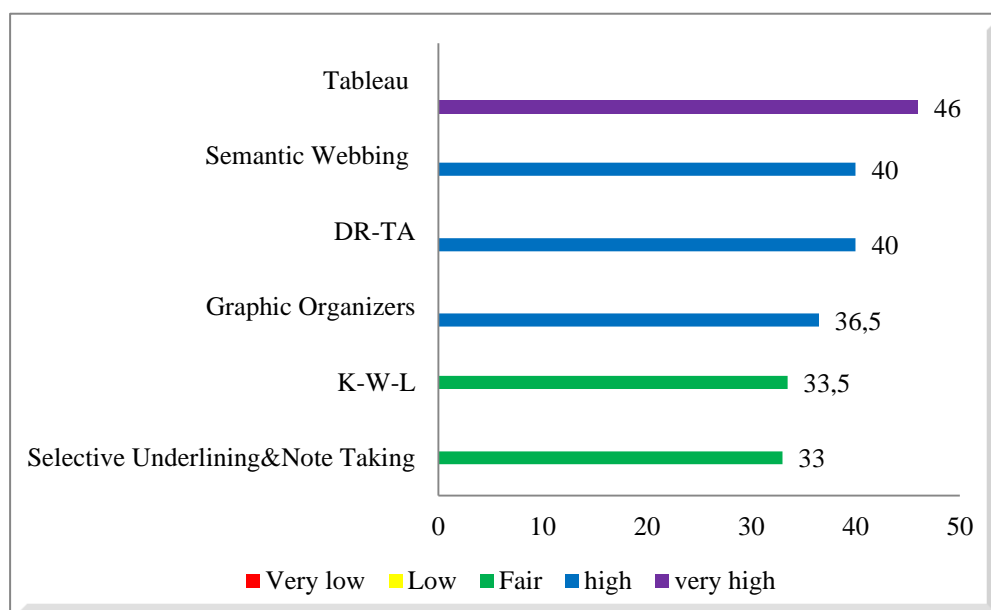
The fourth section shows the findings of observations towards the implementation of multiple reading comprehension strategies during the cycles. The results were analyzed quantitatively. The following is the results of the reading comprehension tests.

Class Interval	Category
$X > 40.05 - 50.0$	Very high
$X > 33.35 - 40.05$	High

$X > 26.65 - 33.5$	Fair
$X > 19.95 - 26.65$	Low
$X \leq 19.95$	Very low

No.	Reading Comprehension Strategy	Score
1.	Semantic Webbing	40
2.	Directed Reading-Thinking Activity (DR-TA)	40
3.	Selective Underlining and Note Taking	33
4.	Know-Want-Learned (K-W-L)	33.5
5.	Graphic Organizers	36.5
6.	Tableau	46

Class Interval	Reading Comprehension Strategy	Category
$X > 40.05 - 50.0$	– Tableau	very high
$X > 33.35 - 40.05$	– Semantic Webbing – Directed Reading-Thinking Activity (DR-TA)	high
$X > 26.65 - 33.5$	– Selective Underlining and Note Taking – Know-Want-Learned (K-W-L)	fair
$X > 19.95 - 26.65$	–	low
$X \leq 19.95$	–	very low



Meeting/ Cycle	Reading Comprehension Strategies	Text Types	RM	ARE	BRE	CRE	SRE
1/ Cycle I	Semantic Webbing	Report	●	●	●	●	●
2/ Cycle I	Directed Reading-Thinking Activity (DR-TA) + Graphic Organizers	Narrative	●	●	●	●	●
3/ Cycle I	Selective Underlining and Note Taking + K-W-L using conventional rubric + Graphic Organizers	Analytical Exposition	●	●	●	●	●
1/ Cycle II	Semantic Webbing with Jigsaw + Know-Want- Learned (K-W-L) using Attractive Rubric	Report	●	●	●	●	●
2/ Cycle II	Tableau + Graphic Organizers	Analytical Exposition	●	●	●	●	●
3/ Cycle II	Tableau + Graphic Organizers	Hortatory Exposition	●	●	●	●	●

● Very high ● High ● Fair ● Low ● Very low

RM : Reading Motivation
 ARE : Affective Reading Engagement
 BRE : Behavioral Reading Engagement
 CRE : Cognitive Reading Engagement
 SRE : Social Reading Engagement

Table 4. Effect of Multiple Reading Comprehension Strategies towards Reading Motivation

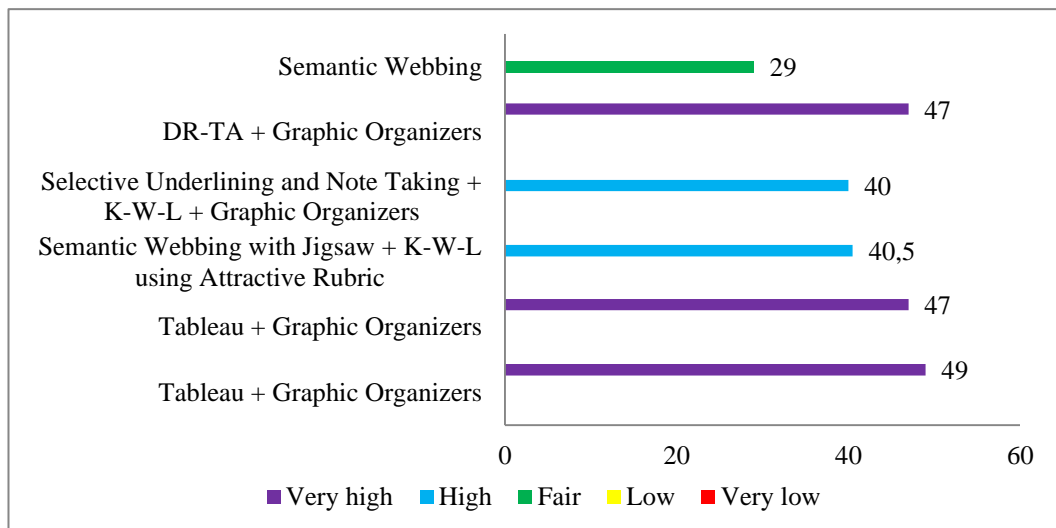


Table 4. Effect of Multiple Reading Comprehension Strategies towards Affective Reading Engagement

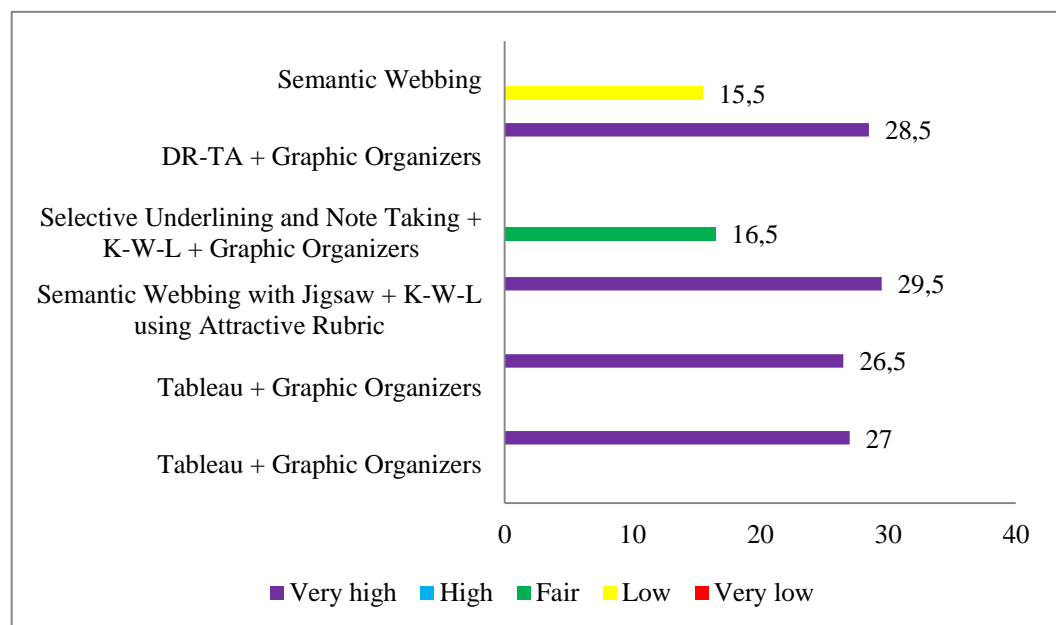


Table 4. Effect of Multiple Reading Comprehension Strategies towards Behavioral Engagement

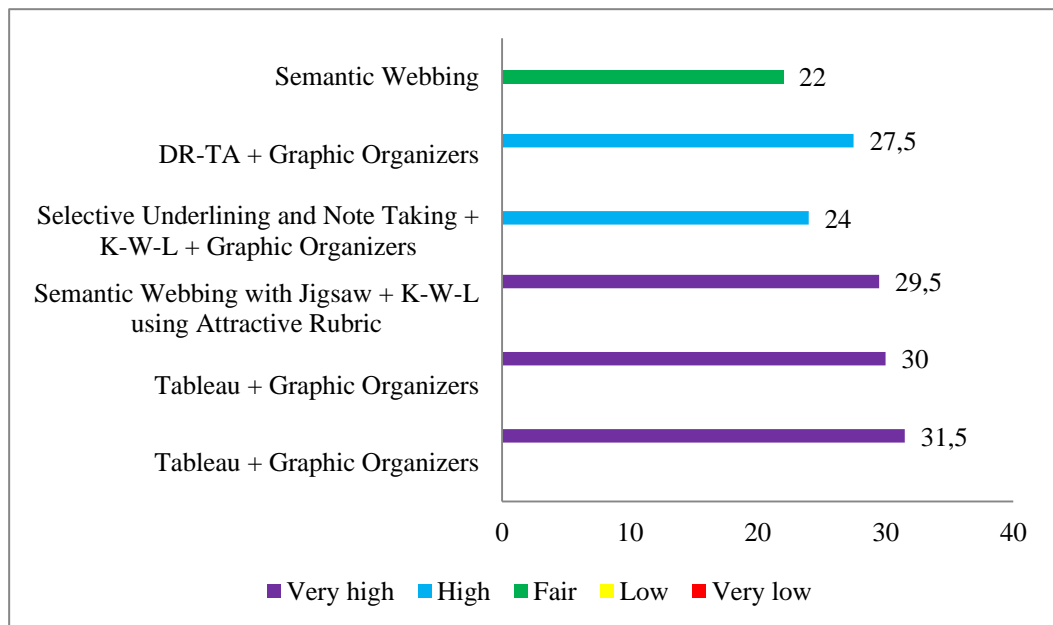


Table 4. Effect of Multiple Reading Comprehension Strategies towards Cognitive Engagement

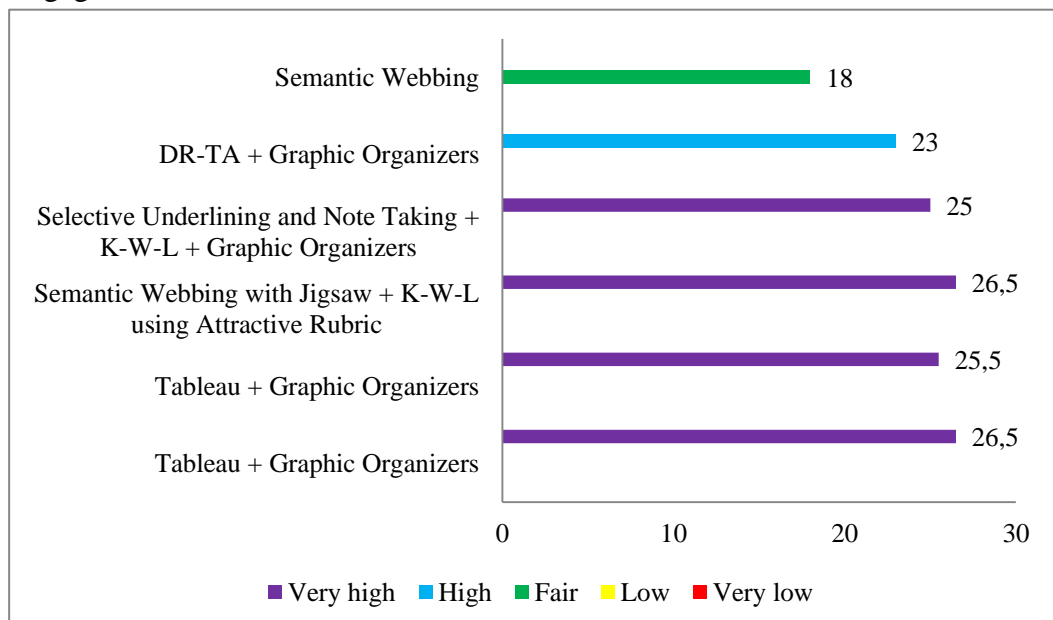
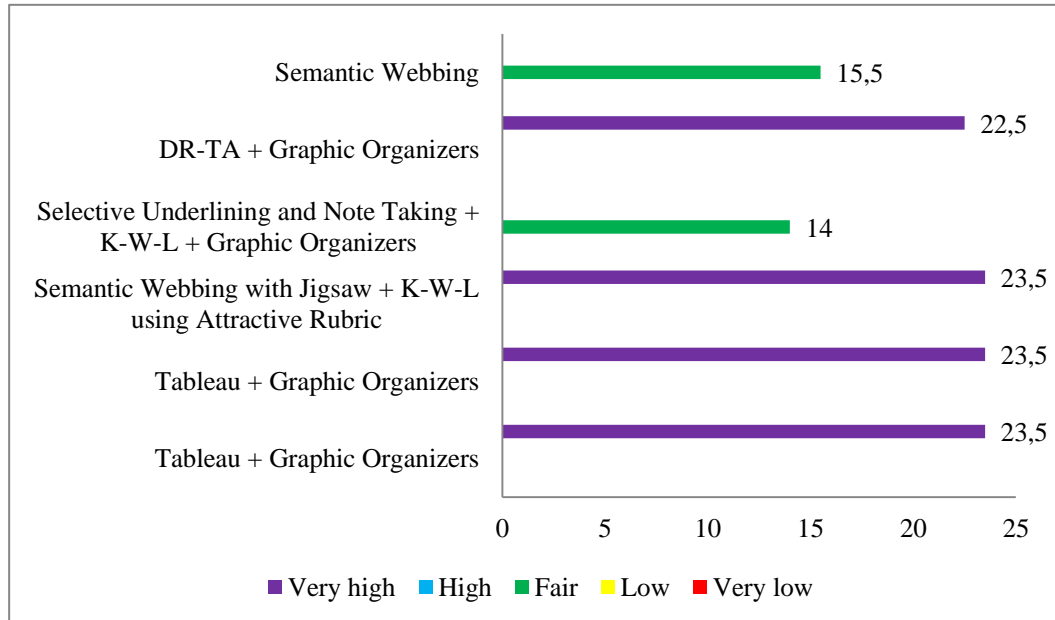


Table 4. Effect of Multiple Reading Comprehension Strategies towards Social Engagement



CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

With regard to the discussions of the previous chapters, this research is focused on improving reading comprehension learning by implementing reading comprehension strategies. In this research, the reading comprehension strategies which were implemented were Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Graphic Organizer, K-W-L (Know-Want to Know-Learned), and Tableau.

The implementation of the reading comprehension strategies on the first and second cycles run effectively. Through various reading comprehension strategies and activities conducted in the class, students' reading motivation and reading engagement were improving during the research implementation. Furthermore, students' reading comprehension ability was increasing during the research implementation. As a result, the process of reading comprehension learning becomes effective.

The results of the study show that the reading comprehension strategies are beneficial to improve reading comprehension learning at eleventh grade students of SMA N 2 Banguntapan in the academic year of 2011/2012. It could be seen from the direct observations during the class, students' opinions in the interview transcripts, the result of the questionnaire, supported by the improvement of the students' achievements in the reading comprehension tests.

B. Implications

As the implication of the research, the reading comprehension strategies namely Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Graphic Organizer, K-W-L (Know-Want to Know-Learned), and Tableau in the reading comprehension learning is good to be implemented since it can give good impacts on students' reading motivation, reading engagement, and reading comprehension ability. The students are likely to be motivated in reading since the strategies promote their confidence, curiosity, and spirit to compete. The students are likely to be engaged in reading and experienced improvement of reading comprehension ability since the strategies assist them to be on task, active, cognitively process the text, and promote interaction with the other students. By doing this regularly, the students are indirectly improved their reading motivation, reading engagement, and reading comprehension ability. The improvement of those aspects will elevate the effectiveness of reading comprehension learning.

C. Recommendations

In accordance to the above conclusions, the researcher proposes the following suggestions.

1. For English Teachers

In reference to the result of this action research, reading comprehension strategies namely Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Graphic Organizer, K-W-L (Know-Want to Know-Learned), and Tableau is effective to improve students' reading

comprehension ability through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply various activities and reading strategies to improve the quality of English teaching and learning process.

2. For students

Reading comprehension strategies namely Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Graphic Organizer, K-W-L (Know-Want to Know-Learned), and Tableau is useful to improve students' reading comprehension. Therefore, the students are suggested to implement those reading comprehension strategies in their daily learning in order to achieve the better result of learning.

3. For other researchers

This research only focuses on implementing activities and reading strategies namely Semantic Webbing, Directed Reading-Thinking Activity (DR-TA), Selective Underlining and Note Taking, Graphic Organizer, K-W-L (Know-Want to Know-Learned), and Tableau for the reading teaching and learning process. Therefore, the other researchers may conduct research on the implementation of reading comprehension strategies in the other aspects of study.

REFERENCES

- Alderson, C. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Baker, L., and Wigfield, A. 1999. *Dimensions of children's motivation for reading and their relations to reading activity and reading achievement*. *Reading research Quarterly*, 34, 452-477.
- Boardman, A., Klinger, J. K., and Vaughn, S. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York : The Guilford Press.
- Bouchard, M. 2005. *Comprehension Strategies for English Language Learners*. New York: Scholastic Inc.
- Brassel, D., Rasinski, T. 2008. *Comprehension That Works – Taking Students Beyond Ordinary Understanding to Deep Comprehension*. California: Shell Education.
- Byrnes, James P. 2008. *Cognitive Development and Learning in Instructional Contexts*. United States of America: Pearson Education.
- Caskey, Micki M. 2008. *Comprehension Strategies That Make a Difference for Struggling Readers*. New York: The Guilford Press
- Caverly, David. 1997. *Teaching Reading in a Learning Assistance Center*. Arizona: University of Arizona
- Davies, P. 2002. *Success in English Teaching*. New York: Oxford University.
- Fink, R. 2008. 'High-Interest Reading Leaves no Child Behind', in Fink, R. And Samuels, S. J. (eds.) *Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing*. Newark: International Reading Association, Inc., 19-61.
- Fisher, D., and Frey, N. 2008. *Better Learning through Structured Teaching: A Framework for the gradual release responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence*. *Review of Educational Research*, 74, 59-109.

- Furter, C., & Skinner, E. (2003). *Sense of relatedness as a factor in children's academic engagement and performance. Journal of Educational Psychology*, 95, 148-162.
- Guthrie & Wigfield, 2000 Guthrie, J.T., & Wigfield, A. (2000). Engagement and motivation in reading. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 403-422). New York: Erlbaum.
- Guthrie, J.T., Schafer, W.D., & Huang, C. 2001. Benefits of opportunity to read and balanced reading instruction for reading achievement and engagement: A policy analysis of state NAEP in Maryland. *Journal of Educational Research*, 94(3), 145-162.
- Guthrie et.al. 2004. *Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. Journal of Educational Psychology*, 96, 403-423.
- Harris, T.L and Hodges, R.E (Eds). (1995) *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.
- Kamil, M. L. 2003. *Adolescent and Literacy: Reading for the 21st Century*. Washington, DC: Alliance for Excellent Education.
- Kirsch et al., (2002). *Reading for change: Performance and engagement across countries*. Paris: Organisation for Economic Co-operation and Development.
- Klingner et.al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: Guilford Press
- Lutz, S.L., et.al. 2006. *Scaffolding for Engagement in Elementary School Reading Instruction*. College Park: Heldref Publications.
- Meltzer, J., and Hamann, E.T. 2004. *Meeting the Literacy Development Needs of Adolescent English Language Learners through content area learning: I. Focus on motivation and engagement*. Providence, RI: Northeast and Island Regional Educational Laboratory at Brown University
- Meece, J.L., Blumenfeld, P.C., & Hoyle, R.H. (1988). Students' goal orientations and cognitive engagement in classroom activities. *Journal of Educational Psychology*, 80, 514-523.

- McIntyre et.al (2011) McIntyre, E., Hulan, N., Lane, V. 2011. *Reading Instruction for Diverse Classrooms: Research-Based, Culturally Responsive Practice*. New York: The Guilford Press.
- National Institute of Children Health and Human Development. 2000. *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implication for reading instruction* (NIH Publications No. 00-4769). Washington, DC: US Government Printing Office.
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Pressley (2002: 117) Pressley, M. 2002. *Comprehension Strategies Instructions: A Turn in the Century Status Report*. In C. C. Block and M. Pressley (Eds.), *Comprehension instruction: Research based best practices* (pp.11-27). New York: Guilford Press.
- RAND Reading Study Group. 2002. *Reading for Understanding: Toward an R&D program in Reading Comprehension*. Santa Monica, CA: RAND.
- Richards, J. C. and Renandya, A. W. 2002. *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge university press.
- Sadoski, Mark.2004. *Conceptual Foundation of Teaching Reading*. New York: Guilford Publication
- Stipek, D. 2002. Good Instruction is Motivating. In A. Wigfield & J.S Eccles (Eds,) *Development of Achievement Motivation* (pp 309-332). San Diego, CA: Academic Press.
- Sudijono, Anas. 2011. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.
- Suharto, G. 2003. *Metodologi Penelitian Pendidikan Bahasa*. Yogyakarta: FBS, UNY.
- Tankersley, 2003 Tankersley, K. 2003. *The Threads of Reading*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

- Westwood, Peter. 2001. *Reading and Learning Difficulties*. Victoria: Australian Council for Educational Research.
- Wigfield, A. 2004. *Motivation for Reading During Early Adolescent and Adolescent Years*. In D.S Strickland & D.E Alvermann (Eds), *Bridging the Literacy Achievement gap, grades 4-12* (pp.86-105). New York: Teachers College.
- Wigfield, A., and Guthrie, J. T. 1997. *Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading*. Journal of Educational Psychology, 89, 420-432
- Willcutt, Jennifer, R. 2007. *Art for Academic Achievement*. Minnesota: Center for Applied Research and Educational Improvement.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA N 2 Banguntapan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/II
Jurusan : Ilmu Pengetahuan Alam
Alokasi Waktu : 2 x 45 menit
Skill : *Reading*
Jenis Teks : *Report*
Topik : *Wildlife*

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esai sederhana berbentuk *report* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esai yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Mengidentifikasi ciri-ciri dari objek yang dilaporkan dalam teks *report*.
2. Mengidentifikasi langkah-langkah retorika dari teks *report*.

D . TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat dari teks *report* yang terkait dengan kehidupan sehari-hari siswa.

E . MATERI PEMBELAJARAN

1. Contoh teks *report*

Title	Kangaroo
General Classification	A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.
Description	Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.
Description	The largest kangaroos are the Great Grey Kangaroo

	and the Red Kangaroo. Adult grow to a length of 1.60 meters and weigh over 90 kilos.
Description	Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.
Taken from: <i>Developing English Competencies for Grade XI</i>	

2. Tujuan Komunikasi Teks

Mendeskripsikan atau memberikan informasi tentang suatu objek tertentu baik tentang alam, buatan manusia, ataupun fenomena sosial di sekitar lingkungan kita, misalnya tentang mamalia, planet, alat transportasi, komputer, jenis penyakit, pemilihan presiden, dan lain sebagainya.

3. Struktur Teks *Report*

- *General classification* :
Memperkenalkan objek yang akan dibahas dengan memberikan informasi secara umum.
- *Description* :
Memerinci atau melaporkan objek secara detil dan lebih spesifik.

4. Ciri Kebahasaan Teks *Report*

- Menggunakan *general noun* seperti misalnya *hunting dogs* dan bukan kata benda khusus misalnya *our dog*.
- Penggunaan *relating verb* untuk mendeskripsikan ciri-ciri, misalnya *Molecules are tiny particles*.
- Penggunaan *action verb* untuk mendeskripsikan perilaku, misalnya *Emus cannot fly*.
- Penggunaan present tense untuk menunjukkan kebiasaan atau keumuman, misalnya *Tropical cyclones always begin over the sea*.
- Penggunaan *technical terms*, misalnya *Isobars are lines drawn on a weather map*.
- Penggunaan paragraf dengan *topic sentence* untuk merangkum informasi-informasi yang dijelaskan dalam paragraf tersebut.
- Penyebutan nama objek pada tiap awal klausa.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Doddy, Ahmad, dkk. 2008. *Developing English Competencies 2 for Senior High School Students Grade XI*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Microsoft Encarta Kids 2009.
3. Sari, KD. 2010. *My English Workbook for Senior High School Grade XI Semester 1*. Jakarta: Erlangga.

b. Media Pembelajaran

1. Gambar.
2. Video.
3. Rubrik *Semantic Webbing*.

G . METODE PEMBELAJARAN

PPP (Presentation-Practice-Production)

Semantic Webbing

H . LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa.
- b. Mengecek kehadiran siswa.
- c. Mengecek kesiapan siswa mengikuti pelajaran.
- d. Menyampaikan topik dan tujuan pembelajaran.

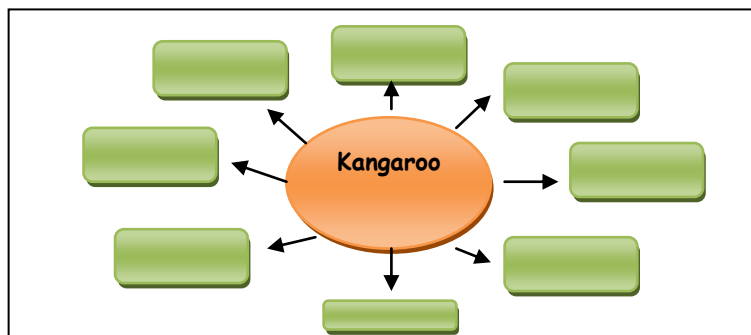
2. KEGIATAN INTI (80 menit)

a. Warming Up Activity (5 menit)

- Guru membawa siswa masuk ke dalam pembahasan tentang sebuah topik yang dekat dengan kehidupan siswa. Misalnya tentang *school*.
- Guru meminta siswa satu per satu, urut dari depan ke belakang, untuk menyebutkan hal-hal yang berkaitan dengan ciri-ciri *school*.
- Guru menjelaskan bahwa pertemuan hari ini akan membahas tentang teks *report*.

b. Presentation (10 menit)

- Guru menampilkan gambar *kangaroo*.
- Guru memberikan stimulus kepada siswa untuk menyebutkan semua hal yang berkaitan dengan *kangaroo*, misalnya: ciri fisiologis, cara reproduksi, tempat hidup, makanan, dll.
- Guru mengakomodasi seluruh jawaban siswa, menuliskannya secara acak di papan tulis membentuk *semantic webbing*.
- Guru memberikan penjelasan bahwa *semantic webbing* ini berfungsi untuk membantu memanggil kembali pengetahuan mereka tentang suatu topik.
- Guru memberikan penamaan pada *semantic webbing* ini dengan nama yang lebih mudah bagi siswa yaitu “**spider web**” dikarenakan bentuknya seperti jaring laba-laba.



- Setelah dirasa cukup, guru mengakhiri kegiatan brainstorming tersebut dan dilanjutkan dengan pembahasan teks ke-1 tentang *kangaroo*.
- Guru meminta siswa untuk membaca teks tersebut.
- Guru meminta siswa maju untuk menuliskan di papan tulis tentang ciri *kangaroo* yang mereka dapatkan dari teks. Siswa menuliskannya dalam bentuk *semantic webbing*.
- Guru mengajak siswa membandingkan *semantic webbing* yang mereka buat sebelum membaca dan setelah membaca teks. Guru mengajak siswa mengevaluasi.
- Guru mengajak siswa untuk kembali membaca teks untuk menemukan ciri umum dan ciri khusus *kangaroo*.
- Guru menjelaskan tentang struktur teks *report*.

c. Practice (25 menit)

- Guru membagi siswa menjadi kelompok beranggotakan 4-5 siswa.
- Guru menampilkan gambar *monkeys*.
- Siswa diminta menuliskan *semantic webbing* tentang *monkeys*.
- Guru memutar video tentang *monkeys*.
- Guru membagi teks ke-2 tentang *monkeys* yang telah dipotong-potong menjadi beberapa bagian (dalam bentuk kartu).
- Siswa diminta menyusun dan menempel kartu tersebut di atas kertas yang telah disediakan sehingga membentuk teks utuh.
- Siswa diminta membaca teks dan menuliskan *semantic webbing* sesuai dengan teks yang telah dibaca.
- Guru meminta perwakilan tiap kelompok mempresentasikan hasil diskusi.

d. Production (40 menit)

- Siswa meminta siswa untuk bekerja berpasangan.
- Siswa diminta menuliskan *semantic webbing* tentang *cheetahs*.
- Guru menampilkan video tentang *cheetahs*.
- Guru membagi teks yang telah dipotong-potong per paragraf. Potongan paragraf tersebut ada yang berisi tentang ciri *cheetahs* dan ada yang berisi ciri hewan lain.
- Tugas siswa adalah memilih potongan paragraf yang relevan dan menyusunnya sehingga menjadi teks *report* yang padu (ditempel di atas kertas).
- Siswa diminta menuliskan *semantic webbing cheetahs* berdasarkan teks yang telah dibaca.
- Siswa mengerjakan soal pemahaman tentang *cheetahs* secara individu.
- Guru membahas jawaban secara singkat.

3. PENUTUP (5 menit)

- a. Menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *report*).
- b. Menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- c. Salam

I. PENILAIAN

- a. Teknik: tes individu
- b. Bentuk: pilihan ganda

KOMPETENSI DASAR	INDIKATOR SOAL	JENIS SOAL	RANAH KOGNITIF	NOMOR SOAL
5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.	1. Mengidentifikasi makna kata dalam teks yang dibaca.	Tertulis	C	1
	2. Mengidentifikasi ciri-ciri dari objek yang dilaporkan.	Pilihan ganda	K	2
			An	3
			S	4
	3. Mengidentifikasi langkah-langkah retorika dari teks.		S	5

c. Instrumen penilaian: terlampir

d. Pedoman penilaian:

Uraian	Skor
→ Menjawab benar	1
→ Menjawab salah	0
Skor maksimal	5

Nilai maksimal : 100

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

Tabel Konversi

Jumlah Skor	5	4	3	2	1	0
Nilai	100	80	60	40	20	0

Yogyakarta, April 2011

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

Text 1

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Taken from: Developing English Competencies for Grade XI

Text 2

Monkeys

Monkeys are animals called primates. They have two legs and two long arms with hands that can grasp things. Monkeys have ears on each side of their heads and two eyes that face forward. Most monkeys also have tails. Their larger primate relatives, the apes, do not have tails.

Like other primates, monkeys are among the smartest animals. Biologists think that monkeys can remember where different fruit trees are. They can even remember when the fruit gets ripe. Most monkeys use their intelligence to protect themselves from enemies. For example, capuchins try to scare off enemies. They urinate on

enemies from high in the trees. They jump up and down to make dead branches fall on the enemies on the ground.

Monkeys are very social. Males, females, and baby monkeys live together in groups. Some *species* (kinds) of monkeys live in small family groups. Other species live in larger groups called troops. There might be more than 100 monkeys in a troop.

Female monkeys usually give birth to only one baby at a time. The baby stays with its mother while it feeds on her milk. In many species, the females stay with their mother's family group for life. Males often leave their mother's family group when they grow up.

What a monkey eats depends on the size of its group. Some species, such as howler monkeys, feed mainly on leaves. Other monkeys eat a mixture of food. They eat leaves, flowers, bird eggs, and small animals. These monkeys look for food on the ground.

Adapted from: *Microsoft Encarta Kids 2009*.

Text 3

Cheetahs

Cheetahs are big cats, a bit smaller than lions or tigers. Cheetahs have a yellow to pale brown coat covered with black spots. Their coloring helps them hide in bushes and grass. The spots become rings on the cheetah's long tail. Each cheetah's tail has a different pattern of rings.

Cheetahs are built for speed. They have long legs and backs that let them take big steps. They have long tails to help them keep their balance and steer at high speeds. They have large hearts and lungs that help them breathe easily during fast runs. In addition, they have ridges on the bottoms of their paws that provide traction, much like the ridges on snow boots that keep you from slipping.

Although cheetahs can reach their top speeds in two or three seconds, they can't keep it up for long. Cheetahs can't sweat to cool themselves down, unlike people. If a cheetah doesn't catch its prey after it runs about 1,000 feet (300 meters) it has to give up. Otherwise, its body could get so hot that the cheetah might die.

Cheetahs hunt over very large areas. A female cheetah might cover an area as big as 300 square miles (800 square kilometers) in search of food. Male cheetahs hunt over smaller areas, but they fight hard to keep other cheetahs out of their territory. Cheetahs hunt gazelles, impalas, hares, and young wildebeests. Sometimes, males cooperate with other males to prey on even bigger animals, such as zebras.

Today, most cheetahs live in Africa. But cheetahs are endangered. There are fewer and fewer places for cheetahs to live. People have hunted and killed cheetahs for their skins. Hunters have killed animals that cheetahs need for food. Farmers have killed cheetahs from fear that cheetahs will eat their cows.

ACTIVITY 1

Draw your own “spider web” about the animal in the picture.



Draw your "spider web" here.

My own SPIDER WEB



Kangaroo

Read the following text carefully. Then draw a “spider web” based on the text.

Kangaroo

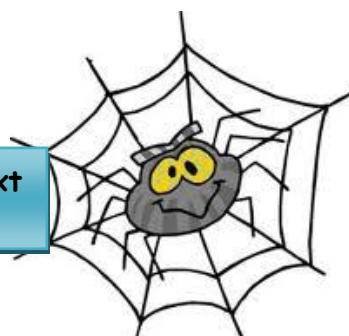


A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences

Draw your “spider web” here.

SPIDER WEB based on the text



Kangaroo

ACTIVITY 2

Draw your own “spider web” about the animal in the picture.



Draw your "spider web" here.

My own SPIDER WEB



Monkeys



Watching the Video!



Your teacher will play a video about Monkeys. Watch it carefully to enrich your knowledge about the topic. After playing the video, the teacher will give you a text about Monkeys.

Arrange those cards into the right order and stick it on the provided paper. Then read the text carefully and draw a “spider web” based on the text.

Monkeys



Besides their smart instinct, monkeys are also very social. Males, females, and baby monkeys live together in groups. Some *species* (kinds) of monkeys live in small family groups. Other species live in larger groups called troops. There might be more than 100 monkeys in a troop.

Like other primates, monkeys are among the smartest animals. Biologists think that monkeys can remember where different fruit trees are. They can even remember when the fruit gets ripe. Most monkeys use their intelligence to protect themselves from enemies. For example, capuchins try to scare off enemies. They urinate on enemies from high in the trees. They jump up and down to make dead branches fall on the enemies on the ground.

The last topic is monkeys' food. What a monkey eats depends on the size of its group. Some species, such as howler monkeys, feed mainly on leaves. Other monkeys eat a mixture of food. They eat leaves, flowers, bird eggs, and small animals. These monkeys look for food on the ground.

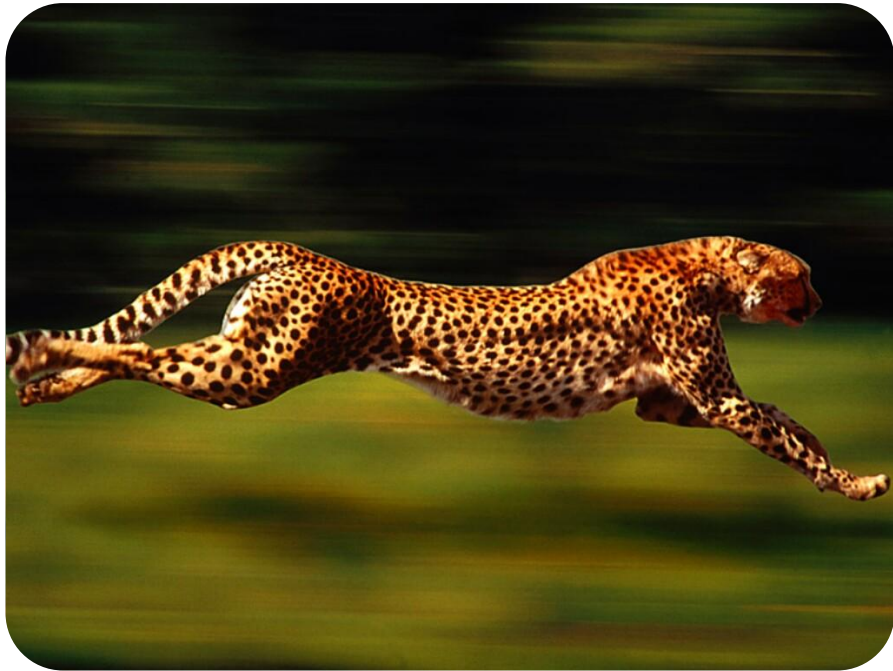
Monkeys are animals called primates. They have two legs and two long arms with hands that can grasp things. Monkeys have ears on each side of their heads and two eyes that face forward. Most monkeys also have tails. Their larger primate relatives, the apes, do not have tails.

Besides the social life of the monkeys, monkeys child have special habit. Female monkeys usually give birth to only one baby at a time. The baby stays with its mother while it feeds on her milk. In many species, the females stay with their mother's family group for life. Males often leave their mother's family group when they grow up.

Adapted from: *Microsoft Encarta Kids 2009*.

ACTIVITY 3

Draw your own “spider web” about the animal in the picture.



Draw your "spider web" here.

My own SPIDER WEB



Cheetahs



Watching the Video!



Your teacher will play a video about Cheetahs. Watch it carefully to enrich your knowledge about the topic. After playing the video, the teacher will give you a text about Cheetahs.

Cheetahs



Cheetahs are big cats, a bit smaller than lions or tigers. Cheetahs have a yellow to pale brown coat covered with black spots. Their coloring helps them hide in bushes and grass. The spots become rings on the cheetah's long tail. Each cheetah's tail has a different pattern of rings.

These animals are powerful with lots of thick fur and a short, stumpy tail. They have big heads with a long *snout* (nose and mouth) and small ears and eyes. They have four short legs that end in paws, each with five sharp claws. They use their claws to climb trees, dig up roots, or catch prey.

These animals have fur which is usually colored dark orange with black stripes. Each of them has different stripes, and you can use them to tell them apart. The stripes make them stand out if you see them in the open. In the forests where they live, however, the stripes make them almost invisible.

These animals are built for speed. They have long legs and backs that let them take big steps. They have long tails to help them keep their balance and steer at high speeds. They have large hearts and lungs that help them breathe easily during fast runs. In addition, they have ridges on the bottoms of their paws that provide traction, much like the ridges on snow boots that keep you from slipping.

These animals have extremely useful hair, unlike the hair of most other animals. Because these animals' hair isn't straight, it can be spun into long strands. One curved hair grips another curved hair to form the strand. (Straight hair doesn't do that.) The strands are then woven into woolen cloth or knit into woolen sweaters. They are also used to make blankets and warm clothing. We also use them for weaving rugs.

These animals chew their food twice. First, they take a bite of grass. They only chew a little bit before swallowing. The food goes into the first part of the stomach. The first stomach part turns the food into a wad called a cud. The cud goes back to their mouths. They chew the cud before swallowing again. Then the cud goes through the other parts of the stomach.

These animals have a great sense of smell. They flick out their tongue to collect scents. It doesn't mean they are hungry. They pull their tongue in and stick the forked tips into a place in the roof of its mouth called Jacobson's organ. This way of smelling lets them find the others as well as prey.

These animals can hear very well. They turn their ears and big eyes toward the source of any sound. They are always on the lookout for danger. How they hold their ears helps to show what mood they are in. When they flick their ears back and forth it means that they are upset.

These animals have a great sense of smell. They flick out their tongue to collect scents. It doesn't mean they are hungry. They pull their tongue in and stick the forked tips into a place in the roof of its mouth called Jacobson's organ. This way of smelling lets them find the others as well as prey.

Although they can reach their top speeds in two or three seconds, they can't keep it up for long. They can't sweat to cool themselves down, unlike people. If they do not catch their prey after they run about 1,000 feet (300 meters) they have to give up. Otherwise, their bodies could get so hot that they might die.

Today, most of these animals live in Africa. But they are endangered. There are fewer and fewer places for them to live. People have hunted and killed them for their skins. Hunters also have killed animals that these animals need for food. Farmers have killed them because they fear that these animals will eat their cows.

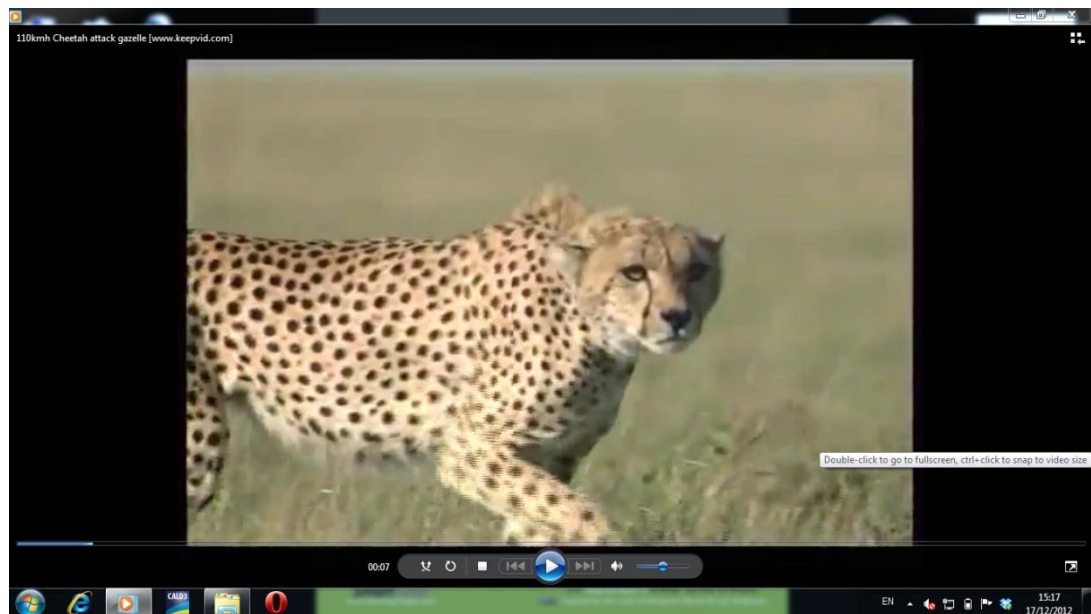
These animals hunt over very large areas. The female one might cover an area as big as 300 square miles (800 square kilometers) in search of food. The male hunt over smaller areas, but they fight hard to keep the others out of their territory. These animals hunt gazelles, impalas, hares, and young wildebeests. Sometimes, males cooperate with other males to prey on even bigger animals, such as zebras.

MEDIA PEMBELAJARAN

Gambar Kangaroo



Video Cheetahs



Video Monkeys



INSTRUMEN PENILAIAN

1. “They have long tails to keep their balance and steer at high speeds”. The underlined word has similar meaning to....
 - a. hide
 - b. run
 - c. drive
 - d. play
 - e. walk
2. Based on the text above, what do the male cheetahs do when the other cheetahs enter their area?
 - a. They hunt them.
 - b. They hunt over very large areas.
 - c. They cooperate with the hunter.
 - d. They run to the grasslands.
 - e. They drive them out of their area.
3. What is the main idea of the second paragraph?
 - a. Cheetahs are less speedy.
 - b. Cheetahs have long legs and large lungs.
 - c. Cheetahs are very fast runner.
 - d. Cheetahs’ anatomy support their fast runs.
 - e. Cheetahs run in low speed.
4. Which of the following statements is NOT TRUE according to the text?
 - a. The hunting coverage area of male cheetahs is bigger than the female ones.
 - b. Cheetahs do not live in wet places.
 - c. Sometimes male cheetahs work with other males to hunt.
 - d. Cubs are often killed by the jaguar.
 - e. Cheetahs have various pattern of ring tail.
5. What is the purpose of the text?
 - a. Promoting mother cheetahs.
 - b. Arguing about cheetahs’ speed.
 - c. Describing about cheetahs.
 - d. Presenting information about cheetahs.
 - e. Cheetahs are belong to mamals.

KUNCI JAWABAN

1. **C**
2. **D**
3. **E**
4. **D**
5. **A**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA N 2 Banguntapan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/II
Jurusan : Ilmu Pengetahuan Alam
Alokasi Waktu : 4 x 45 menit
Skill : *Reading*
Jenis Teks : *Narrative*
Topik :

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi langkah-langkah retorika dari teks.

D . TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi dengan benar makna kata dalam teks yang dibaca.
2. Siswa mampu mengidentifikasi dengan benar langkah-langkah retorika dari teks.

E . MATERI PEMBELAJARAN

1. Contoh teks *narrative*

Title	Malin Kundang
Orientation	<p>Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to experience a hard life with his mother.</p>
Complication	<p>One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.</p> <p>Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and his mother got the news. His mother, in deep sadness after years of loneliness, ran to the beach to meet her beloved son.</p> <p>When his mother came, Malin Kundang denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.</p> <p>Malin Kundang's mother was very sad. She said that Malin Kundang would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.</p>
Resolution	<p>Suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.</p>
Taken from: http://malinkundang2000.blogspot.com/2005/09/malin-kundang-english-version.html	

2. Tujuan Komunikasi Teks

Mendeskripsikan atau memberikan informasi tentang suatu objek tertentu baik tentang alam, buatan manusia, ataupun fenomena sosial di sekitar lingkungan kita, misalnya tentang mamalia, planet, alat transportasi, komputer, jenis penyakit, pemilihan presiden, dan lain sebagainya.

3. Struktur Teks *Narrative*

- *Orientation* :
Pada bagian *Orientation* atau pengenalan berisi tentang pengenalan tokoh dalam cerita serta waktu dan tempat kejadiannya.
- *Complication* :
Pada bagian *Complication* berisi tentang gambaran munculnya krisis atau masalah yang dialami oleh tokoh pada cerita tersebut yang harus dipecahkan.
- *Resolution* :
Pada bagian *Resolution* berisi tentang bagaimana tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian *Complication*. Biasanya terdapat lebih dari satu *Resolution* untuk satu *Complication*.

4. Ciri Kebahasaan Teks *Narrative*

Pada teks *Narrative Text*, terdapat beberapa ciri-ciri antara lain sebagai berikut :

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Sari, KD. 2010. *My English Workbook for Senior High School Grade XI Semester 1*. Jakarta: Erlangga.
2. Microsoft Encarta Kids 2009.

b. Media Pembelajaran

1. Video.
2. Rubrik *Directed Reading Thinking Activity (DR-TA)*.

G . METODE PEMBELAJARAN

Three Phase Technique (Presentation-Practice-Production)

H . STRATEGI PEMBELAJARAN

Directed Reading Thinking Activity (DR-TA).

I . LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa
- b. Mengecek kehadiran siswa
- c. Mengecek kesiapan siswa mengikuti pelajaran
- d. Menyampaikan topik dan tujuan pembelajaran

2. KEGIATAN INTI (80 menit)

a. *Warming Up Activity* (10 menit)

- Guru bertanya kepada siswa apakah siswa sering menebak-nebak akhir sebuah cerita saat membaca novel atau menonton film.
- Guru menyampaikan kepada siswa bahwa guru akan memutar sebuah fragmen film “How to Train Your Dragon” dan akan menghentikan video pada bagian-bagian tertentu, tugas siswa adalah menebak adegan yang akan muncul setelah “pause” disertai argumen atau bukti yang mendukung tebakan tersebut.
- Guru memutar fragmen film dan siswa menebak.

b. *Presentation* (10 menit)

- Guru menyampaikan bahwa pertemuan hari ini akan membahas teks *narrative* dengan strategi DR-TA (kepada siswa, guru menyebut DR-TA sebagai “*Dare to Predict*”).
- Guru menjelaskan
- Guru menjelaskan struktur teks *narrative*.

- Guru meminta siswa menganalisa fragmen film yang telah diputar sebelumnya berdasarkan pembagian struktur teks narrative.
- Guru menampilkan *slide show* powerpoint berisi contoh teks *narrative*.

c. Practice (15 menit)

- Guru menampilkan beberapa slide show powerpoint teks berjudul “Maui Makes the Sun Go Slower”. Slide pertama yang ditampilkan adalah judul teks dan gambar. Guru bertanya “*What do you think the story will be about?*” Guru memancing jawaban siswa dan argumen yang mendasari jawaban tersebut.
- Guru menampilkan slide kedua berisi potongan pertama dari cerita. Guru mengajukan pertanyaan seperti misalnya:
 - *What do you think will happen next?*
 - *Why do you think so?*
 - *Can you prove it?*
 - *What do you think about the character*
 - *What problems might the character faces?*
 - *What would you do in that situation?*
 - *What do you think about your prediction now?*
 - *What do you think the ending of the story will be?*
- Guru menampilkan potongan teks yang kedua. Siswa diminta membaca.
- Guru menanyakan tentang tebakan siswa: *How was your prediction?*
- Guru menggali pertanyaan seperti misalnya tentang sifat dari tokoh dalam cerita tersebut.
- Guru melanjutkan kegiatan ini sampai akhir teks.
- Guru menampilkan teks secara utuh dan mengajak siswa menganalisa struktur teks tersebut.

d. Production (45 menit)

- Guru membagi kepada siswa masing-masing satu buah amplop yang berisi teks berjudul “Wanebaka” yang telah dipotong-potong menjadi beberapa bagian terpisah.
- Siswa juga mendapatkan masing-masing satu papan jawaban yang berfungsi untuk menuliskan tebakan pada kegiatan DR-TA.
- Guru mempersilahkan siswa mengambil kertas pertama dari dalam amplop, kemudian dipersilahkan untuk membaca lalu menuliskan prediksi “apakah adegan yang selanjutnya akan terjadi”. Siswa menuliskannya di papan jawaban.
- Setelah waktu habis, guru meminta siswa mengangkat papan.
- Guru meminta siswa membaca prediksi mereka, atau meminta siswa membacakan prediksi teman mereka, dan sesekali guru berkeliling kelas untuk mengecek jawaban dari siswa.
- Guru menanyakan siswa tentang argument atau fakta yang menjadi dasar mereka untuk menebak jalan cerita.
- Setelah pembahasan dirasa cukup, guru meminta siswa mengambil lembar kertas yang kedua dan mempersilahkan siswa membaca kelanjutan cerita.
- Setelah sampai pada poin yang menjadi *clue* atau jawaban dari tebakan sebelumnya, guru bertanya pada siswa apakah jawaban mereka akurat atau meleset.
- Setelah selesai membaca potongan ke-2, guru meminta siswa menuliskan prediksi tentang adegan yang akan terjadi selanjutnya.
- Untuk selanjutnya, aktivitas sama seperti saat membahas potongan yang pertama. Aktivitas semacam ini diulang hingga teks dibaca secara penuh.
- Setelah selesai membahas teks dengan aktivitas DR-TA, guru meminta siswa membuat *graphic organizer* dari teks “Wanebaka”.

3. PENUTUP (5 menit)

- a. Menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *narrative*).
- b. Menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- c. Salam

J . PENILAIAN

- a. Teknik: tes tulis
- b. Bentuk: uraian
- c. Instrumen penilaian: terlampir

Yogyakarta, April 2011

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

Malin Kundang



Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to experience a hard life with his mother.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and his mother got the news. His mother, in deep sadness after years of loneliness, ran to the beach to meet her beloved son.

When his mother came, Malin Kundang denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Malin Kundang's mother was very sad. She said that Malin Kundang would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

Suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

Taken from: <http://malinkundang2000.blogspot.com/2005/09/malin-kundang-english-version.html>

ACTIVITY 1

Watching the Video!



- ✓ Your teacher will play a video which is a fragment of a movie entitled “How to Train Your Dragon”.
- ✓ Your teacher will introduce a new reading strategy through the video.
- ✓ Watch it carefully and follow the teacher’s instruction.
- ✓ Use the following form to organize your activity.

Dare to Predict

Title: How to Train Your Dragon

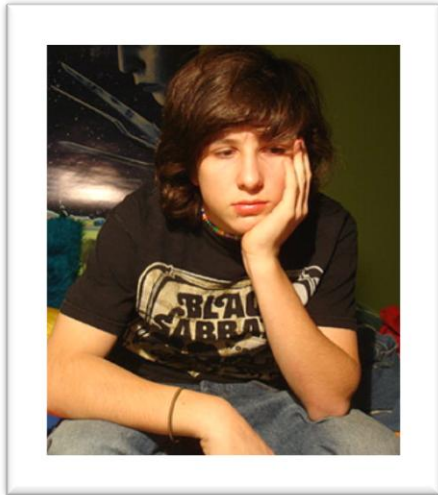
What do you think the story will be about?

⊗ First prediction (before watching) :

⊗ Second prediction (during watching) :

Stop	Prediction	Evidence	How was your prediction?
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			

ACTIVITY 2



Does the time seem to go really fast on some days and really slowly on other days?



Why do you think this happens?



We are going to discuss a narrative text entitled “Maui Makes the Sun Go Slower”.

Maui Makes the Sun Go Slower

What do you think
the story will tell about?



Read the text carefully.

"The sun goes too fast," Maui said. The nights are too long. The days are too short. There isn't enough time to do everything."

His brother said, "We agree, but we can't make the sun go more slowly."

"Yes, we can," Maui said. "I have a plan."

What do you predict they will do?

Why do you think so?



Read the text carefully.

Maui and his brothers went to the hole where the sun came up each day. They took some ropes with them. They hid so that the sun did not see them.

When the sun came up, they threw the ropes over it.

"Pull! Pull!" Maui shouted.



Was your prediction correct? Miaw...



Yes
No
Almost




Lets continue the story!

What do you predict the sun will be?



How do you know? Which part of the text that gives you the clue?





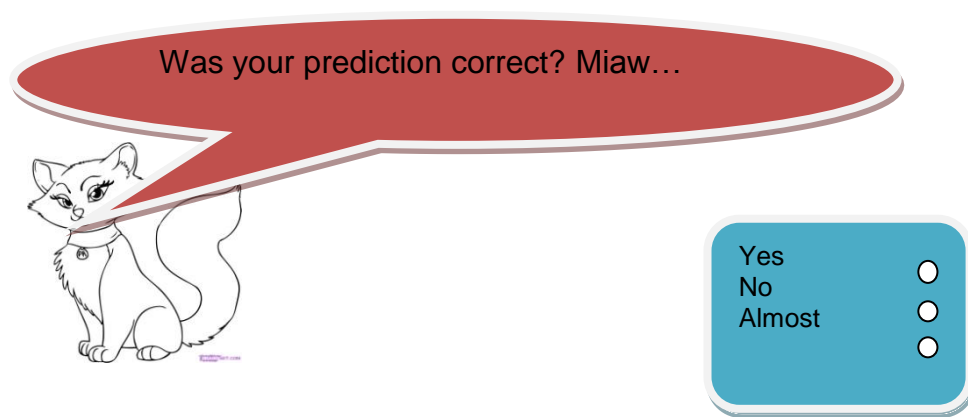
Read the text carefully.

"Let go of the ropes," said Maui. "The sun will not be able to go so fast now."

The brothers let go of the ropes.

The sun moved slowly across the sky. It took a long time before it went down and darkness came. The sun never moved quickly again.

Now Maui and his brothers had lots of time. They



Summarize the story that you have read in the following graphic organizer.

Story Face

A graphic organizer template shaped like a face. It consists of three blue shapes: two circles at the top for the eyes and a rectangle at the bottom for the mouth. The left circle is labeled "Setting", the right circle is labeled "Main Characters", and the rectangle is labeled "Problem".

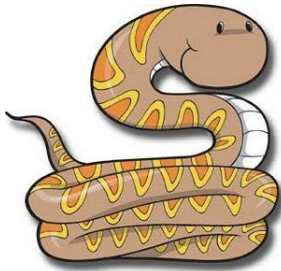
Setting	Main Characters
Problem	



ACTIVITY 3

Your teacher will give you an envelope containing of story cards. Follow the teacher's instruction.

Wanebaka



A long time ago in Bali, there was a man called Tunde. He had been married for 10 years but had no children. One day, he was happy because his wife got pregnant. But after a few months, his wife's belly returned to its normal size. It happened so many times and he asked a shaman for a help but the shaman could not do anything about it.

Five months later, Tunde's wife got pregnant again. One day, when Tunde's wife was washing at the river, she felt something falling down from her body to the river.

....

She ignored it and kept washing. But finally she realized that her belly changed to the normal size.

At home, she talked about what had happened to her husband. "Maybe the Gods don't want us to have a child," Tunde said. As usual, they let it pass, and for the next 10 years Tunde's wife didn't get pregnant again.

Ten years later, some women who were washing at the river heard a boy was singing, but they didn't see anyone around.

*O washing women
Tell my father, Tunde
That Wanebaka has grown up
And wants to be circumcised soon*

The women were very frightened. They told Tunde what they had experienced in the river. At a first time, Tunde ignored it. However, it occurred again and finally...

...he had a simple circumcising ritual, with no boy is actually circumcised.

Fifteen years later, the washing women heard a boy was singing again. This time they were not afraid.

*O washing women
Tell my father, Tunde
That Wanebaka has grown up
And wants to get married*

Tunde then looked for a girl who could be a bride for his "missing" son. He paid for the bride and arranged the marriage. He came to the river and said, "Whoever you are, if you're really my son,

...a guest saw a snake crawling to Tunde's house and everyone ran away in panic. The snake was very disappointed and then disappeared into the bush.

A few years later, the song was heard again at the river and Tunde did the same thing as before, but this time he threatened the bride that he would kill her if she ran away.

At the ceremony,...

...the snake appeared again and everyone ran away including Tunde and his wife. The bride stood where she was, waiting for her death...

.... The snake's tail touched her toe, and it went into a room. The bride followed the snake. The snake drank a bottle of *tuak* and got drunk.

While it was sleeping, ...

...the skin came off its body. The bride gathered it and burned it outside the house. She then buried the ashes. When she returned to the room,....

...she found a handsome man sleeping in the bed.
“Now you won’t become a snake anymore, and I’ll be your loyal wife,” she said.

Summarize the story that you have read in the following graphic organizer.

Story Face

Setting

Main Characters

Problem

Reading Comprehension Test



Name :

Answer the questions based on the text.

1. Who is the main character in the story?

.....
.....
.....

2. What happened to Tunde's wife pregnancy?

.....
.....
.....
.....
.....

3. What did Tunde and his wife do when Tunde's wife didn't get any pregnancy anymore?

.....
.....
.....
.....
.....

4. They told Tunde what they had experienced in the river. "They" refers to....

.....
.....
.....

5. Did Tunde circumcise Wanabaka? Explain your answer.

.....
.....
.....
.....
.....

6. Who was the snake?

.....
.....
.....

7. Why did the girl agree to marry Wanabeka?

.....
.....
.....
.....
.....

8. What happened to the snake when people ran away from the wedding ceremony?

.....
.....
.....
.....
.....

9. What did the girl do when the snake was sleeping?

.....
.....
.....
.....
.....

10. How did the story end?

.....
.....
.....
.....
.....

KUNCI JAWABAN

1.

MEDIA PEMBELAJARAN

Fragmen Film “How to Train Your Dragon”



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA N 2 Banguntapan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/II
Jurusan	: Ilmu Pengetahuan Alam
Alokasi Waktu	: 2 x 45 menit
Skill	: <i>Reading</i>
Jenis Teks	: <i>Analytical exposition</i>
Topik	: <i>Today's Phenomena</i>

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa dapat mengidentifikasi argumen yang diberikan.
3. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks *analytical exposition*.

D . TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa mampu mengidentifikasi argumen yang diberikan.
3. Siswa mampu mengidentifikasi langkah-langkah retorika dari teks.

E . MATERI PEMBELAJARAN

1. Contoh teks *analytical exposition*.

Title	Fast Food
Thesis statement	Fast food nowadays is considered a normal part of one's diet. People mostly eat fast food. However, fast food is not good for one's health.
Argument	Fast food is highly processed with a wide array of additives. It is also added with highly-processed ingredients to give it more shelf-life, to hold consistency, and to enhance flavor.
Argument	The chemical additives of fast food such as aspartame and MSG (monosodium glutamate) damage health and waistline. Studies show that the chemical additives lead to weight and disease.
Reiteration	From the fact above, it is obvious that fast food is lack of nutrition but rich of harmful substances. Undoubtedly, eating fast food is risky for one's health.
Adapted from My English Workbook 2A.	

2. Tujuan Komunikasi Teks

Tujuan komunikatif dari teks *analytical exposition* adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argumen-argumen atau pendapat-pendapat yang mendukung ide pokok atau topik tersebut.

3. Struktur Teks *Analytical Exposition*

Struktur Kebahasaan teks *analytical exposition* terdiri dari tiga bagian yaitu:

a. *Thesis*

Dalam bagian *thesis*, penulis memperkenalkan tentang topik atau ide pokok yang akan dibahas. *Thesis* selalu berada di paragraf pertama dalam teks *analytical exposition*.

b. *Argument*

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis, biasanya

dalam sebuah teks *analytical exposition* terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

c. *Reiteration*

Bagian ini merupakan bagian penutup dari sebuah teks *analytical exposition* yang selalu terletak di akhir paragraf. *Reiteration* berisi penulisan kembali atau penempatan kembali ide pokok yang terdapat di paragraf pertama. *Reiteration* juga biasa disebut dengan *conclusion* atau kesimpulan.

4. Ciri Kebahasaan Teks *Analytical Exposition*

Dalam sebuah teks *analytical exposition*, terdapat beberapa ciri-ciri kebahasaan seperti di bawah ini, yaitu:

- a. menggunakan *simple present*
- b. menggunakan internal conjunction
- c. menggunakan casual conjunction.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Developing English Competencies for Senior High School Grade XI, oleh Achmad Doddy, dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Interlanguage for Senior High School Students Grade XI, oleh Jaka Priyana dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Berbagai sumber dari internet.

b. Media Pembelajaran

1. Video.
2. OHP.
3. Transparansi OHP.

4. Rubrik *KWL (Know- Want to Know- Learned)*.
5. *Graphic organizer* untuk teks *analytical exposition*.
6. Kartu “traffic lights” untuk refleksi.

G . METODE PEMBELAJARAN

Three Phase Technique (Presentation-Practice-Production)

H . STRATEGI PEMBELAJARAN

1. Know-Want to Know-Learned (KWL).
2. Selective underlining and note taking.
3. Graphic organizer.

I . LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa.
- b. Mengecek kehadiran siswa.
- c. Mengecek kesiapan siswa mengikuti pelajaran.
- d. Menyampaikan topik dan tujuan pembelajaran.

2. KEGIATAN INTI (80 menit)

a. *Presentation* (10 menit)

- Guru bertanya kepada siswa apakah mereka sering makan makanan fast food.
- Guru bertanya tentang pendapat siswa tentang makanan fast food.
- Guru bertanya apakah siswa setuju apabila dikatakan bahwa makanan fast food berbahaya bagi kesehatan.
- Guru menjelaskan bahwa pertemuan hari tersebut akan membahas teks *analytical exposition*.
- Guru memberikan contoh teks *analytical exposition* tentang fast food dan menjelaskan tentang gambaran umum teks *analytical exposition*.

b. Practice (30 menit)

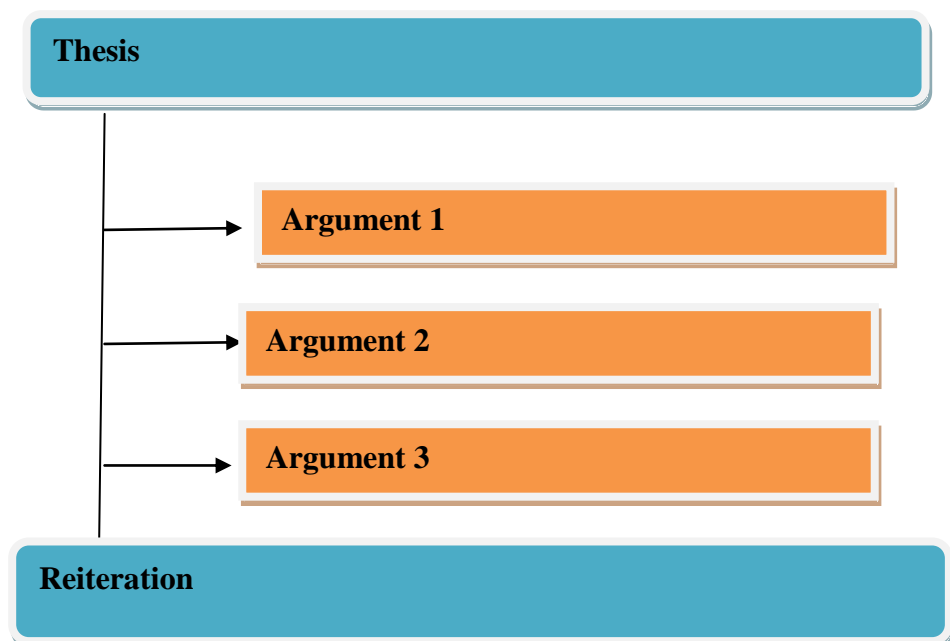
- Guru menuliskan statement: “Kids shouldn’t have a facebook account”.
- Guru membagi mata panah pada seluruh siswa.
- Siswa maju untuk menancapkan mata panah pada papan “agree-disagree” sesuai dengan pendapat mereka.
- Guru memutar video singkat berjudul “Facebook addict”.
- Guru membagikan rubrik K-W-L kepada siswa.
- Guru memberi contoh cara mengisi rubrik K-W-L dengan menggunakan transparansi OHP.
- Guru mengajak siswa mengisi rubrik K-W-L untuk menggali pengetahuan awal siswa tentang topik: *facebook/facebooking kids* (kolom K) dan menuliskan informasi yang ingin diketahui siswa setelah membaca teks (kolom W).

Rubrik KWL

<i>K (Know)</i>	<i>W (Want to Know)</i>	<i>L (Learned)</i>

- Guru membagi teks berjudul ‘Kids should not Have Facebook Accounts’.
- Guru membagikan spidol merah dan biru serta penggaris kepada seluruh siswa.
- Guru memperkenalkan ‘selective underlining and note taking’. Guru menjelaskan bahwa apabila digunakan dengan tepat, strategi ini akan sangat membantu dalam memahami teks.

- Guru menampilkan transparansi teks dan memberikan pemodelan cara melakukan ‘selective underlining and note taking’.
- Siswa melanjutkannya dengan berpasangan, guru berkeliling kelas memberikan bimbingan.
- Setelah selesai, guru membahas teks secara keseluruhan. Perwakilan siswa diminta menuliskan ‘selective underlining and note taking’ di lembar transparansi yang disorot oleh OHP.
- Selanjutnya guru membahas isi teks dan menuliskannya dalam *graphic organizer* di papan tulis.



Graphic organizers untuk teks analytical exposition.

- Siswa diminta melengkapi kolom L (*Learned*) pada rubrik K-W-L dengan hal atau informasi yang mereka pelajari dari teks.

c. *Production (40 menit)*

- Guru meminta siswa melihat gambar ‘Plastic Bags’ dan menjawab pertanyaan tentang ‘Plastic Bags’.
- Siswa membuat semantic webbing tentang ‘Plastic Bags’.

- Siswa menuliskan tentang apa yang ingin mereka ketahui dari 'Plastic Bags'.
- Guru meminta beberapa siswa membacakan semantic webbing dan apa yang ingin mereka ketahui dari 'Plastic Bags'.
- Guru memutar video singkat tentang 'Plastic Bags'.
- Guru membagi teks berjudul 'Say Stop to Plastic Bags'.
- Siswa membaca teks dengan melakukan 'selective underlining dan note taking', guru berkeliling kelas.
- Guru membahas teks dan meminta beberapa siswa menggarisbawahi teks dan menuliskan *note* pada transparansi OHP.
- Guru membagikan *graphic organizer* kepada seluruh siswa.
- Siswa mengisi *graphic organizer*.
- Guru membahas *graphic organizer* dari teks.
- Siswa menuliskan pengetahuan baru yang mereka dapat dari teks pada form yang telah disediakan.

3. PENUTUP (5 menit)

- a. Guru menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *analytical exposition*).
- b. Guru menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- c. Salam.

J . PENILAIAN

- a. Teknik: tes tulis
- b. Bentuk: hasil rubrik K-W-L dan *graphic organizers* siswa
- c. Pedoman penilaian: terlampir

Yogyakarta, 2012

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

An Example of Analytical Exposition

Fast Food



Fast food nowadays is considered a normal part of one's diet. People mostly eat fast food. However, fast food is not good for one's health.

Thesis

Fast food is highly processed with a wide array of additives. It is also added with highly-processed ingredients to give it more shelf-life, to hold consistency, and to enhance flavor.

Argument 1

The chemical additives of fast food such as aspartame and MSG (monosodium glutamate) damage health and waistline. Studies show that the chemical additives lead to weight and disease.

Argument 2

From the fact above, it is obvious that fast food is lack of nutrition but rich of harmful substances. Undoubtedly, eating fast food is risky for one's health.

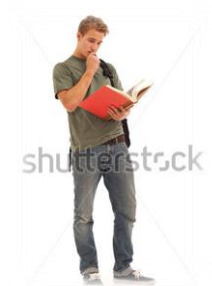
Reiteration

Adapted from My English Workbook 2A.

ACTIVITY 1

We are going to discuss a text entitled 'Kids should not Have Facebook Acoounts'.

- ✓ Before reading the text, please explore your knowledge about **facebook/ facebooking kids** and write it in the column K (Know).
- ✓ Then, think about what you want to know after reading the text and write it down in the column W.
- ✓ After finishing reading the text, write the information what you have learned from the text in the column L.



K (Know)



W (Want to Know)



L (Learned)

K (Know)	W (Want to Know)	L (Learned)



Watching the Video!



- ✓ Your teacher will play a video about facebooking kids.
- ✓ Watch it carefully to enrich your knowledge about the topic.
- ✓ After playing the video, the teacher will give you a text about it.

Read the following text carefully. Underline the key words and write important note around the text.

Kids should not Have Facebook Accounts



Facebook has literally changed lives. But, is it a place for kids? Are you wondering if you should let your child or your little sister or brother has a Facebook account? I don't think so.

One big negative impact of Facebook is that it does create a safety risk. Children could be trapped by child predators, as has already happened to teens and children. In addition, they could become the victim of cyber-bullying. They themselves could also become cyber bullies or engage in cyber bullying.

Moreover, kids on Facebook could also be exposed to foul language, inappropriate adult talk and pictures.

Another negative side is that it take away time from other activities. Kids may lose interest in sports, reading books, or even just playing outside. This could contribute to childhood obesity. It could even damage their "real life" social skills, as they spend most of their time socializing online.

Clearly, facebook is harmful for kids. They should not have facebook accounts until they reach at the appropriate age.

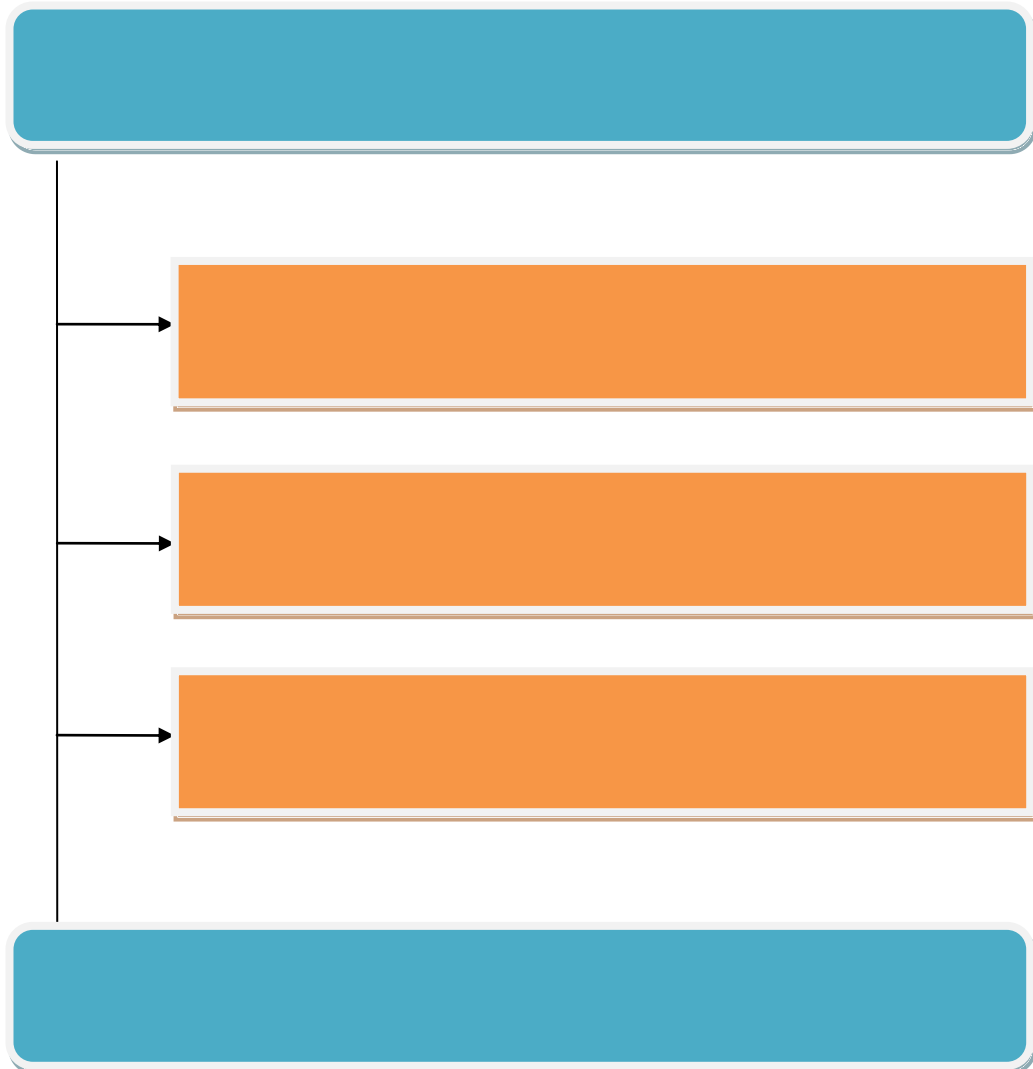
Adapted from many sources.

Summarize the text that you have read in the following 'smart chart'.



Smart Chart

Title:



ACTIVITY 2

Look at the following picture.

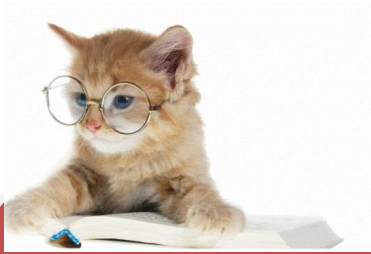


Do you often use it to bring something you bought?

Do you think this thing ease your life? Why do you think so?

**Do you ever think that this thing may endanger your life?
How could it do it?**

◆ We are going to discuss about “Plastic Bags”.



memory and then make a SPIDER WEB
about “Plastic Bags”.

Plastic Bags

I want to know about:





Watching the Video!



Your teacher will play a video about Plastic Bags. Watch it carefully to enrich your knowledge about the topic. After playing the video, the teacher will give you a text about Plastic Bags.

Read the following text carefully. Underline the key words and write important note around the text.

Say Stop to Plastic Bags



When we go shopping, we get a plastic bag to carry in the things we buy. When we go to a friend's or relative's house and we want to give him/her something, we use a plastic bag to carry the thing. In fact, plastic bags are really needed. However, they are dangerous for the environment.

Firstly, Plastic bags need a long time to decompose. Plastic bags take up to 1000 years to decompose on land and 450 years in the water.

Moreover, they harm wildlife and marine life. Research has found that the world uses for about one million plastic bags every minute. It means that there are 150 bags per year for every person on earth. Most of them end up in landfill sites. Some get airborne and end up in the ocean or clogging drains, causing problems.

Furthermore, plastic bags are also dangerous for our health. Based on the result of the research by drugs and food control, colored plastic bags are very dangerous for our health if we use them to keep foods. This is because colored plastic bags are recycled products, and their previous histories are unknown. They may have been used to carry in pesticides containers, hospital waste, heavy metals waste, and so forth. The long-term consequences of the use of these plastic bags can lead to various diseases such as cancer, kidney disorders and others.

Undoubtedly, we have to stop using plastic bags from now on, for the sake of a better life.

Adapted from many sources.

Summarize the text that you have read in the following 'smart chart'.

Smart Chart



Title:

Let's make your own summary about plastic bags!

<i>What does the writer believe about plastic bags?</i>	<i>What's so bad about plastic bags?</i>
<div>Plastic Bags</div>	
<i>Draw a picture!</i>	<i>My favorite new fact!</i>

PEDOMAN PENILAIAN

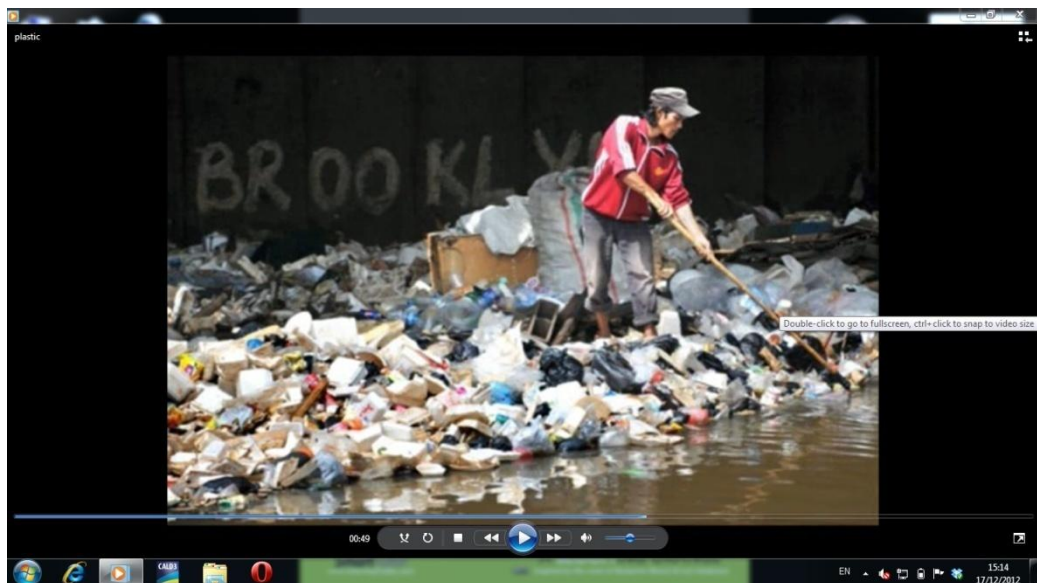
Rubrik	Kriteria
1. Know (Semantic Webbing)	<p>Siswa mampu menuliskan pengetahuan yang relevan dan bermakna tentang 'Plastic Bags'.</p> <ul style="list-style-type: none">• Kurang dari 1 (Bernilai <i>'poor'</i>)• 1-3 (Bernilai <i>'fair'</i>)• 4-6 (Bernilai <i>'good'</i>)• 7-10 (Bernilai <i>'very good'</i>)• Lebih dari 10 (bernilai <i>'excellent'</i>)
2. Want to Know	<p>Siswa mampu menyebutkan proyeksi keinginan mereka dengan jelas berkaitan dengan topik.</p> <ul style="list-style-type: none">• 1 bernilai <i>fair</i>• 2 bernilai <i>good</i>• 3 bernilai <i>very good</i>
3. Summary	<ul style="list-style-type: none">• What does the writer believe about plastic bags (skor 3)• What's so bad about plastic bags (skor 3)• Drawing (skor 2)• My favorite new fact (skor 2)
4. Graphic Organizer	<ul style="list-style-type: none">• Siswa mampu menuliskan main idea dari tiap paragraf dengan tepat. Main idea tiap paragraf (skor 2).• Siswa mampu menentukan nama-nama bagian dari teks dengan tepat. Nama bagian teks (skor 1).

MEDIA PEMBELAJARAN

Video “Facebook Adict”



Video “Plastic Bags Killing My Earth”



Panel “Agree-Disagree”



“Dartboard” untuk Refleksi Pembelajaran



“Traffic Lights” Panel untuk Refleksi Tingkat Pemahaman Siswa



Reading Comprehension Test



Name :

Answer the questions based on the text.

1.

.....
.....
.....

2. What happened to Tunde's wife pregnancy?

.....
.....
.....
.....

3. What did Tunde and his wife do when Tunde's wife didn't get any pregnancy anymore?

.....
.....
.....
.....

4. They told Tunde what they had experienced in the river. "They" refers to....

.....
.....
.....

5. Did Tunde circumcise Wanebaka? Explain your answer.

.....
.....
.....
.....

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA N 2 Banguntapan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/II
Jurusan : Ilmu Pengetahuan Alam
Alokasi Waktu : 2x 45 menit
Skill : *Reading*
Jenis Teks : *Report*
Topik : *Famous Landmarks*

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Siswa dapat mengidentifikasi ciri-ciri dari benda yang dilaporkan.
2. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks *report*.

D . TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat dari teks *report* yang terkait dengan kehidupan sehari-hari siswa.

E . MATERI PEMBELAJARAN

1. Teks tulis berbentuk *report*.

Title	Eiffel Tower
General Classification	Eiffel Tower is located in Paris, France. It is one of the world's most famous landmarks. It attracts more than 6 million visitors each year.
Description	The tower was designed and built by the French civil engineer Alexandre-Gustave Eiffel. Constructed in a little more than two years, the tower then stood 312 m (1,024 ft) high. The tower has four strong legs. There are three main platforms, each with an observation deck. The first deck is 57 m (187 ft) high, while the second is 116 m (381 ft) off the ground. Both are accessible by stairs or elevator. The third deck, which is 276 m (906 ft) high, is accessible to visitors only by elevator. Restaurants with panoramic views are located on the first and second decks.
Description	The tower, constructed of about 7,300 metric tons of iron, includes more than 18,000 pieces held together by 2.5 million rivets. Its open framework design allows it to withstand strong winds. The entire tower is repainted every five years—previously every seven years—a job that takes more than a year and requires about 60 metric tons of paint.
Description	In the beginning of its construction, many people strongly disagreed with this project. Today, the tower became a well-known landmark and a symbol of Paris. It is also became an inspiration for artists and writers. Writer Guillaume Apollinaire dedicated a poem to it in 1918, the group of musicians known as Les Six composed a ballet about it in 1921, and many other else.
Adapted from: Microsoft Encarta	

2. Tujuan Komunikasi Teks

Mendesripsikan atau memberikan informasi tentang suatu objek tertentu baik tentang alam, buatan manusia, ataupun fenomena sosial di sekitar lingkungan kita, misalnya tentang mamalia, planet, alat transportasi, komputer, jenis penyakit, pemilihan presiden, dan lain sebagainya.

3. Struktur Teks *Report*

- *General classification* :
Memperkenalkan objek yang akan dibahas dengan memberikan informasi secara umum.
- *Description* :
Memerinci atau melaporkan objek secara detil dan lebih spesifik.

4. Ciri Kebahasaan Teks *Report*

- Penggunaan *general noun* seperti misalnya *hunting dogs* dan bukan kata benda khusus misalnya *our dog*.
- Penggunaan *relating verb* untuk mendeskripsikan ciri-ciri, misalnya *Molecules are tiny particles*.
- Penggunaan *action verb* untuk mendeskripsikan perilaku, misalnya *Emus cannot fly*.
- Penggunaan *present tense* untuk menunjukkan kebiasaan atau keumuman, misalnya *Tropical cyclones always begin over the sea*.
- Penggunaan *technical terms*, misalnya *Isobars are lines drawn on a weather map*.
- Penggunaan paragraf dengan *topic sentence* untuk merangkum informasi-informasi yang dijelaskan dalam paragraf tersebut.
- Penyebutan nama objek pada tiap awal klausa.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Developing English Competencies for Senior High School Grade XI, oleh Achmad Doddy, dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Interlanguage for Senior High School Students Grade XI, oleh Jaka Priyana dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Microsoft Encarta 2009.

b. Media Pembelajaran

1. Video.
2. Gambar.
3. Rubrik *Semantic Webbing*.
4. *Message in the Bottle*.

G . METODE PEMBELAJARAN

Three Phase Technique (Presentation-Practice-Production)

H . STRATEGI PEMBELAJARAN

Semantic Webbing

I . LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa.
- b. Mengecek kehadiran siswa.
- c. Mengecek kesiapan siswa mengikuti pelajaran.
- d. Menyampaikan topik dan tujuan pembelajaran.

2. KEGIATAN INTI (80 menit)

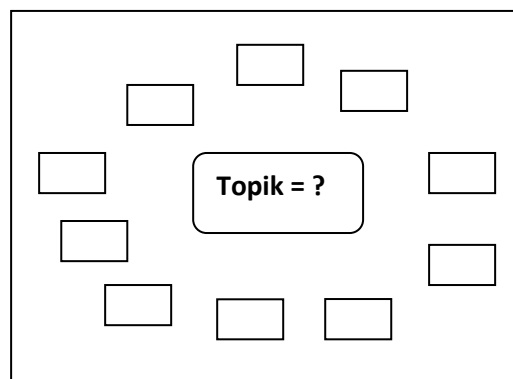
a. Presentation (10 menit)

- Guru menampilkan *semantic webbing* tentang “Eiffel Tower” (terlampir).
- Siswa menebak topik yang dibahas dalam *semantic webbing* tersebut.
- Guru menampilkan teks bacaan (tentang Eiffel Tower) dan siswa membaca sekilas kemudian mengevaluasi tebakannya.
- Guru membahas teks dan mengulang tentang struktur teks *report*.

b. Practice (20 menit)

- Guru mengajak siswa bermain “Message in the bottle”.
- Guru membagi siswa menjadi 4 kelompok. Siswa diminta menamakan kelompoknya dengan nama pantai (misal: Parangtritis Coast).

- Topik kelompok A dan C sama (Great Wall of China), sedangkan kelompok B sama dengan kelompok D (Pyramids).
- Tugas tiap kelompok adalah:
 - 1) Menuliskan 10 poin yang berkaitan dengan cirri-ciri topik yang dibahas (ditulis di atas potongan-potongan kertas).
 - 2) Memasukkan kertas-kertas tersebut ke dalam botol.
 - 3) Mengirimkannya kepada kelompok lain.
- Setelah menerima “Message in the bottle” dari kelompok lain, tugas tiap kelompok adalah.
 - 1) Mengeluarkan pesan dari dalam botol.
 - 2) Menempelkan pesan di atas kertas, disusun melingkari kolom topik membentuk *semantic webbing*.



Semantic Webbing

- 3) Menemukan topik.
- 4) Mempresentasikan hasil kerja di depan kelas.

c. Production (50 menit)

- Guru menayangkan video singkat tentang “Pyramids”.
- Siswa dipersilahkan membaca teks.
- Guru membahas teks.
- Siswa menuliskan *semantic webbing* tentang “Pyramids” berdasarkan teks yang telah dibaca.

- Guru menayangkan video singkat tentang “Great Wall of China”.
- Siswa dipersilahkan membaca teks.
- Guru membahas teks.
- Siswa menuliskan *semantic webbing* tentang “Great Wall of China” berdasarkan teks yang telah dibaca.

3. PENUTUP (5 menit)

- Menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *report*).
- Menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- Salam

J . PENILAIAN

- Teknik: tes tulis
- Bentuk: uraian
- Instrumen penilaian: terlampir

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

Eiffel Tower



Eiffel Tower is located in Paris, France. It is one of the world's most famous landmarks. It attracts more than 6 million visitors each year.

General
Classification

The tower was designed and built by the French civil engineer Alexandre-Gustave Eiffel. Constructed in a little more than two years, the tower then stood 312 m (1,024 ft) high. The tower has four strong legs. There are three main platforms, each with an observation deck. The first deck is 57 m (187 ft) high, while the second is 116 m (381 ft) off the ground. Both are accessible by stairs or elevator. The third deck, which is 276 m (906 ft) high, is accessible to visitors only by elevator. Restaurants with panoramic views are located on the first and second decks.

Description

The tower, constructed of about 7,300 metric tons of iron, includes more than 18,000 pieces held together by 2.5 million rivets. Its open framework design allows it to withstand strong winds. The entire tower is repainted every five years—previously every seven years—a job that takes more than a year and requires about 60 metric tons of paint.

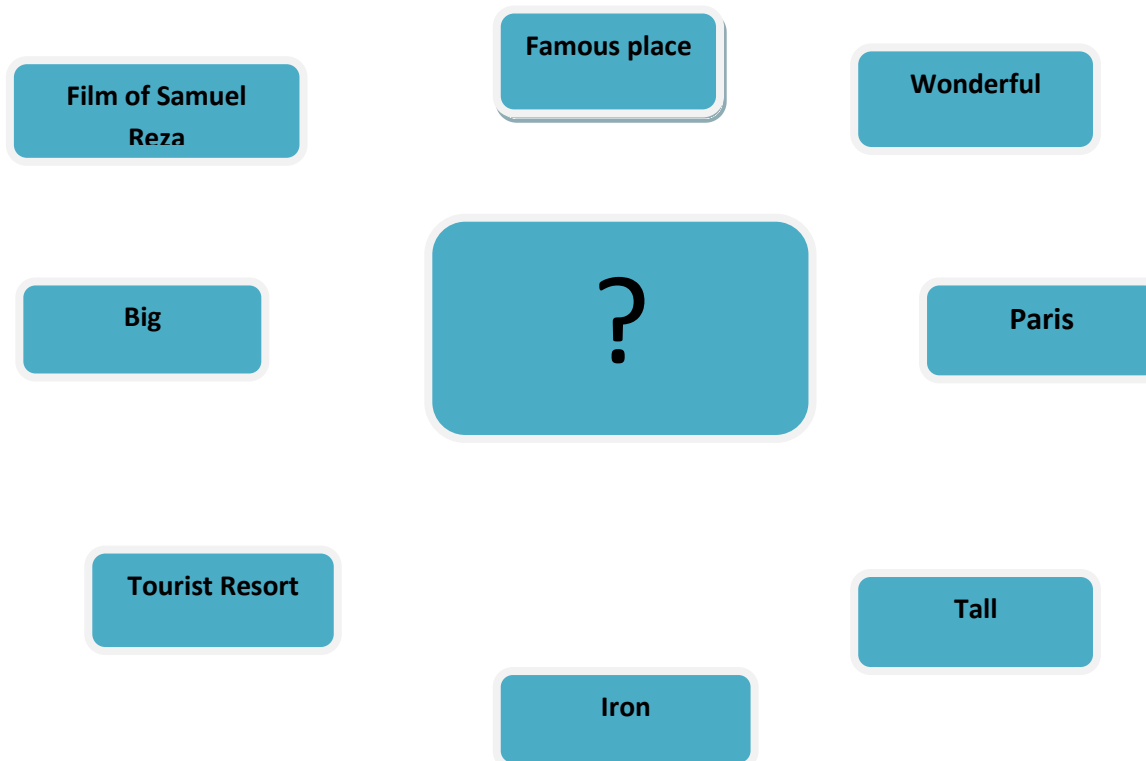
Description

In the beginning of its construction, many people strongly disagreed with this project. Today, the tower became a well-known landmark and a symbol of Paris. It is also became an inspiration for artists and writers. Writer Guillaume Apollinaire dedicated a poem to it in 1918, the group of musicians known as Les Six composed a ballet about it in 1921, and many other else.

Description

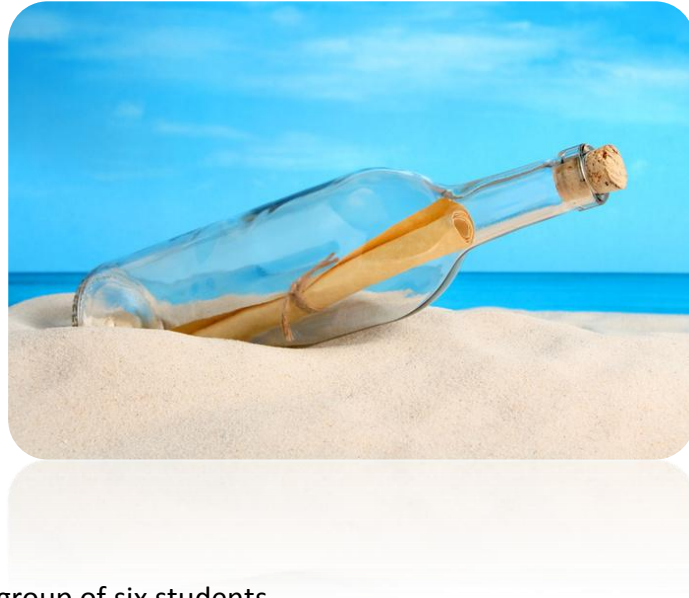
Adapted from: Microsoft Encarta

SEMANTIC WEBBING
TENTANG "EIFFEL TOWER"



ACTIVITY 1

Send Your Message in the Bottle



- ✓ Make a group of six students.
- ✓ Then make semantic webbing about the given topic. Write it on the pieces of paper and roll them. Insert the rolled paper into the bottle.
- ✓ Send your bottle to the other group (your teacher will organize it).
- ✓ If you have received a bottle from the other group, open it and take the papers out of the bottle.
- ✓ Then arrange and stick the paper in the form of semantic webbing.
- ✓ Discuss the topic of the semantic webbing.



Watching the Video!



Your teacher will play a video about Pyramids. Watch it carefully to enrich your knowledge about the topic. After playing the video, the teacher will give you a text about Pyramids.

Pyramids



The pyramids of Egypt are among the world's most magnificent monuments. Their massive size and simple shape fascinate people. Ancient peoples in the Americas and the Middle East also built pyramids. But the largest and best known is the pyramids of Egypt. There are 100 pyramids still stand on the west bank of the Nile River.

Pyramid was an enormous project. The largest, the Great Pyramid of King Khufu, measured an astonishing 482 feet (147 meters) high. Thousands of laborers worked for years to build it. They cut millions of huge stone blocks. These blocks could weigh as much as 33,000 pounds (15,000 kilograms). The laborers dragged them up earthen ramps using ropes, wooden rollers, and muscle power.

The pyramids' shape developed from boxlike brick tombs, built one on top of the other. Workers laid stone blocks on a square foundation, then added layers on top, each smaller than the one below.

Inside, each pyramid had rooms for the dead person and for the treasures to be used in the afterlife. Entrances were hidden by secret passages and doors. Even so, most pyramids were stolen by robbers. The robbers found most of the hidden rooms and stole the treasures.

The ancient Egyptians believed that the spirits of dead people could live on only if their bodies survived. So they preserved dead bodies by making them into mummies. Mummies are dried-out bodies wrapped in linen bandages. The ancient Egyptians buried the mummies securely inside pyramids.



Sum Up What You Read

Write down semantic webbing about Pyramids based on the text you read.

Pyramids



Watching the Video!



Your teacher will play a video about Great Wall of China. Watch it carefully to enrich your knowledge about the topic. After playing the video, the teacher will give you a text about Great Wall of China.

Great Wall of China



Imagine a huge wall stretching for thousands of miles across the land. The wall winds through hills, climbs mountains, and crosses deserts. If you visit China you can see a wall like this. The Great Wall of China, as it is known, is the longest structure ever built.

The Great Wall of China zigzags across parts of northern China. It was built section by section over centuries. In fact, there are many gaps between the sections, so the Great Wall isn't a single, solid wall. But if all the sections are measured, the wall is about 4,000 miles (6,400 kilometers) long!

The wall is biggest and strongest near Beijing. There, the wall is about 25 feet (7.5 meters) high and 30 feet (9 meters) thick. The top of the wall is paved with brick, forming a road. The road is wide enough to hold ten soldiers marching side by side.

Since ancient times, Chinese people have built walls to protect their borders. Some walls were built between parts of China that were fighting each other. Other walls protected China from outside invaders.

By the late 1400s, much of the old wall had fallen into ruin. The Ming dynasty, a group that ruled China, decided to build a new wall. The Ming rulers wanted to keep China safe from the Mongols, who had a powerful army. They also wanted to move part of the wall farther south. There it could be built to form a long defensive ring around Beijing, the capital city.



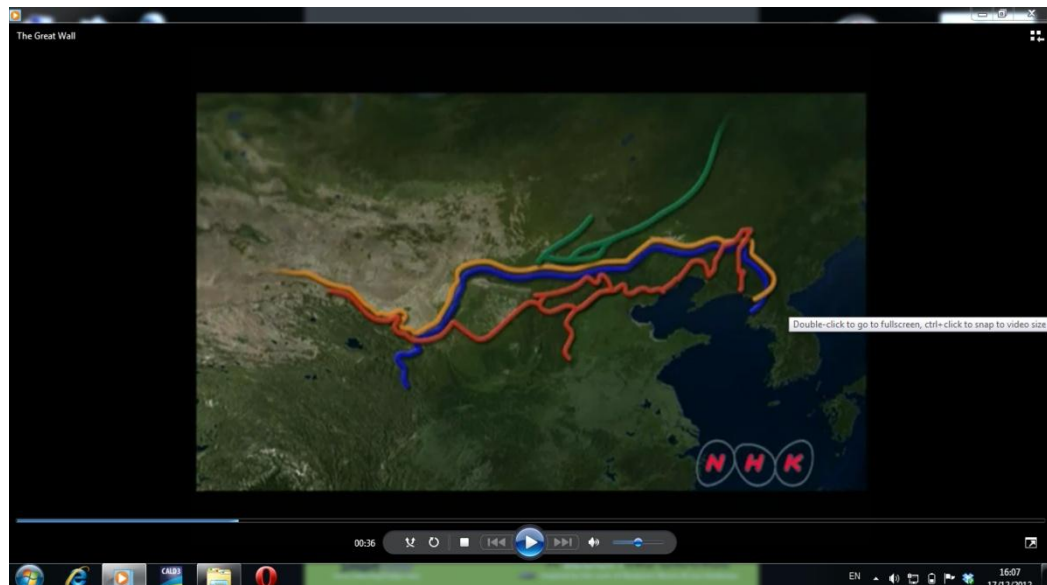
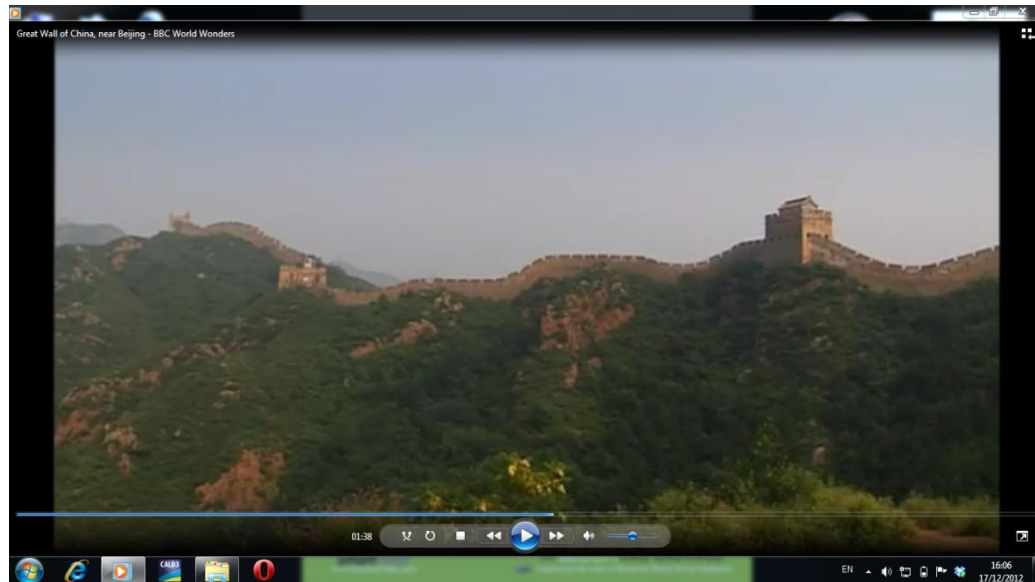
Sum Up What You Read

Write down semantic webbing about Pyramids based on the text you read.

**Great Wall of
China**

MEDIA PEMBELAJARAN

Videos of Great Wall of China



Video of Pyramid Construction



Botol



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA N 2 Banguntapan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/II
Jurusan	: Ilmu Pengetahuan Alam
Alokasi Waktu	: 2 x 45 menit
Skill	: <i>Reading</i>
Jenis Teks	: <i>Analytical exposition</i>
Topik	: <i>Our surrounding</i>

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

- 5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa dapat mengidentifikasi argumen yang diberikan.
3. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks *analytical exposition*.

D . TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa mampu mengidentifikasi argumen yang diberikan.
3. Siswa mampu mengidentifikasi langkah-langkah retorika dari teks *analytical exposition*.

E . MATERI PEMBELAJARAN

1. Contoh teks *analytical exposition*.

Title	Let's Stop Homework!
Thesis statement	Many primary schools give their students homework at least two nights a week. Homework is supposed to help students with their learning but does it? There are some good arguments why primary schools should not give their students homework.
Argument 1	Firstly, homework takes away from family time. Students already spend thousands of hours in school and they need to be able to do things with their families such as meal preparation. Also they may have responsibilities to other members of the family such as looking after younger siblings.
Argument 2	Secondly, homework time stops students being involved in sporting activities or other interests like music. Children need time to practice these interests and build their teamwork skills.
Argument 3	Finally, there is no convincing evidence that homework improves learning. Experts agree that real learning occurs in an interactive classroom where students are engaged happily and work together.
Reiteration	It is clear that homework does not result in further learning and imposes on students' personal and family lives. Time would be better spent building other skills and knowledge outside of school work, and socializing more.
Adapted from: http://www.decd.sa.gov.au/accountability/files/links/link_142019.pdf	

2. Tujuan Komunikasi Teks

Tujuan komunikatif dari teks *analytical exposition* adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argumen-argumen atau pendapat-pendapat yang mendukung ide pokok atau topik tersebut.

3. Struktur Teks *Analytical Exposition*

Struktur Kebahasaan teks *analytical exposition* terdiri dari tiga bagian yaitu:

a. *Thesis*

Dalam bagian *thesis*, penulis memperkenalkan tentang topik atau ide pokok yang akan dibahas. *Thesis* selalu berada di paragraf pertama dalam teks *analytical exposition*.

b. *Argument*

Dalam bagian ini penulis menghadirkan argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis, biasanya dalam sebuah teks *analytical exposition* terdapat lebih dari dua argumen. Semakin banyak argumen yang ditampilkan semakin percaya pembaca bahwa topik yang dibahas oleh penulis adalah topik yang sangat penting atau membutuhkan perhatian.

c. *Reiteration*

Bagian ini merupakan bagian penutup dari sebuah teks *analytical exposition* yang selalu terletak di akhir paragraf. *Reiteration* berisi penulisan kembali atau penempatan kembali ide pokok yang terdapat di paragraf pertama. *Reiteration* juga biasa disebut dengan *conclusion* atau kesimpulan.

4. Ciri Kebahasaan Teks *Analytical Exposition*

Dalam sebuah teks *analytical exposition*, terdapat beberapa ciri-ciri kebahasaan seperti di bawah ini, yaitu:

- a. menggunakan *simple present*
- b. menggunakan internal conjunction
- c. menggunakan casual conjunction.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Developing English Competencies for Senior High School Grade XI, oleh Achmad Doddy, dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Interlanguage for Senior High School Students Grade XI, oleh Jaka Priyana dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Berbagai sumber dari internet.

b. Media Pembelajaran

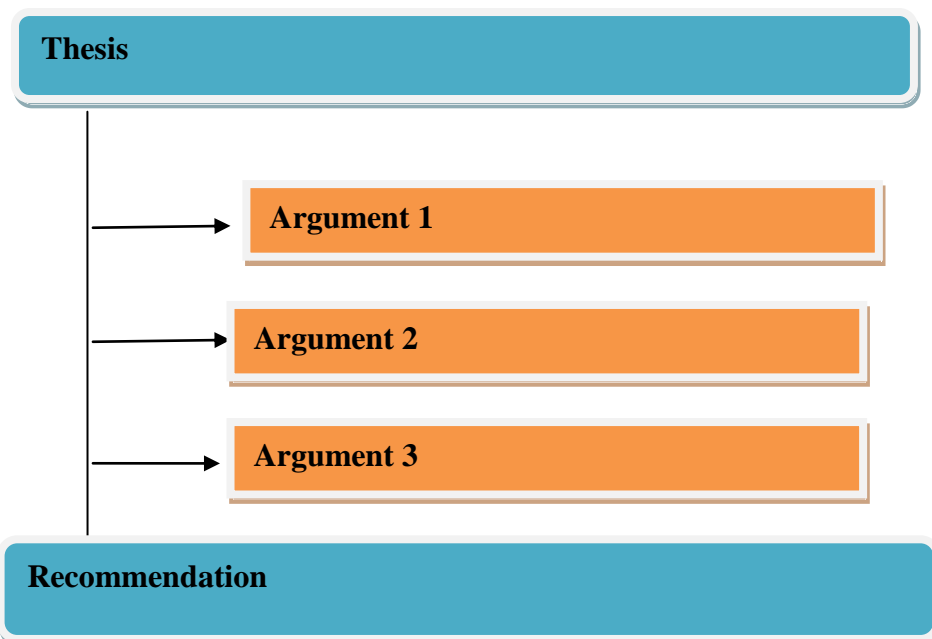
1. Video.
2. *Graphic organizer* untuk teks *analytical exposition*.

G . METODE PEMBELAJARAN

Three Phase Technique (Presentation-Practice-Production)

H . STRATEGI PEMBELAJARAN

1. Graphic organizers untuk teks *analytical exposition*.



2. Tableau.

I. LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa.
- b. Mengecek kehadiran siswa.
- c. Mengecek kesiapan siswa mengikuti pelajaran.
- d. Menyampaikan topik dan tujuan pembelajaran.

2. KEGIATAN INTI (80 menit)

a. *Presentation* (10 menit)

-
- Guru membagi teks *analytical exposition* tentang *global warming*. Teks tersebut dibuat rumpang yaitu tanpa bagian *recommendation*.
- Guru membahas teks dalam kelas besar dan menerangkan bagian-bagian teks *analytical exposition* dan menuliskannya dalam *graphic organizers* (smart chart).

b. *Practice*

- Guru meminta siswa membentuk kelompok terdiri dari 4-5 siswa.
- Guru meminta siswa memikirkan *recommendation* untuk melengkapi teks *global warming* yang telah dibahas sebelumnya.
- Guru meminta siswa memikirkan gerakan tableau yang mempresentasikan *recommendation* mereka.
- Tiap kelompok maju menampilkan tableau untuk bagian *recommendation* dari teks *global warming*.
- Setelah semua kelompok maju, guru merangkum seluruh ide untuk *recommendation* dari seluruh kelompok dan menuliskannya di papan tulis pada '*smart chart*' *analytical exposition* bagian *recommendation*.

c. Production (50 menit)

- Guru meminta siswa bekerja dalam kelompok yang terdiri dari 4-5 siswa.
- Guru membagikan teks dan *smart chart* kepada masing-masing kelompok (tiap kelompok diberikan teks yang berbeda).
- Guru memberi waktu kepada kelompok untuk memahami teks dan menuliskan isi teks ke dalam *smart chart*.
- Guru meminta tiap kelompok merencanakan skenario untuk *tableau performance*.
- Setelah selesai berdiskusi dalam kelompok, guru membahas teks kelompok 1.
- Setelah teks pertama dibahas, kelompok 1 menampilkan *tableau* di depan kelas.
- Selanjutnya guru membahas teks kelompok 2.
- Setelah teks kedua dibahas, kelompok 2 menampilkan *tableau* di depan kelas.
- Selanjutnya guru membahas teks kelompok 3.
- Setelah teks ketiga dibahas, kelompok 3 menampilkan *tableau* di depan kelas.
- Selanjutnya guru membahas teks kelompok 4.
- Setelah teks keempat dibahas, kelompok 4 menampilkan *tableau* di depan kelas.

3. PENUTUP (5 menit)

- a. Menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *analytical exposition*).
- b. Menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- c. Salam.

J . PENILAIAN

- a. Teknik: tes tulis
- b. Bentuk: uraian
- c. Instrumen penilaian: terlampir

Yogyakarta, 2012

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

ACTIVITY 1

Do you remember the text that we have discussed in the previous meeting?

Yes, it's about facebook.



Okay guys....

We are going to learn something new!
That is tableau.

Firstly, read again the following text and the graphic organizer.

Read again the following text and the graphic organizer of the text.

Kids should not Have Facebook Accounts



Facebook has literally changed lives. But, is it a place for kids? Are you wondering if you should let your child or your little sister or brother has a Facebook account? I don't think so.

One big negative impact of Facebook is that it does create a safety risk. Children could be trapped by child predators, as has already happened to teens and children. In addition, they could become the victim of cyber-bullying. They themselves could also become cyber bullies or engage in cyber bullying.

Moreover, kids on Facebook could also be exposed to foul language, inappropriate adult talk and pictures.

Another negative side is that it take away time from other activities. Kids may lose interest in sports, reading books, or even just playing outside. This could contribute to childhood obesity. It could even damage their "real life" social skills, as they spend most of their time socializing online.

Clearly, facebook is harmful for kids. They should not have facebook accounts until they reach at the appropriate age.

Adapted from many sources.

Smart Chart



Title: *Kids should not Have Facebook Accounts*

Facebook is not recommended for children.

Facebook is not safe for children.

Moreover, kids on Facebook could also be exposed to foul language, inappropriate adult talk and pictures.

Another negative side is that it take away time from other activities. Kids may lose interest in sports, reading

Clearly, facebook is harmful for kids. They should not have facebook accounts until they reach at the appropriate age.



Watching the Video!



Your teacher will play a video of tableau about facebooking kids based on the above text. Watch it carefully and feel free to imagine!

ACTIVITY 2



What do you think has happened to the girl?



What do you think about the motorcyclist in the picture?





Do you agree that we have to wear helmet
anytime we ride motorcycle?

Agree

Disagree

Put cross (X) on the sign that you do not belong to.

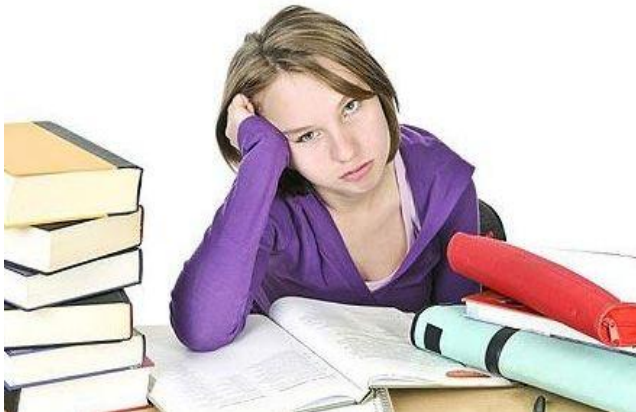
Why do you think so?





Read the text carefully and follow the class discussion.

Let's Stop Homework!



Many primary schools give their students homework at least two nights a week. Homework is supposed to help

students with their learning but does it? There are some good arguments why primary schools should not give their students homework.

Firstly, homework takes away from family time. Students already spend thousands of hours in school and they need to be able to do things with their families such as meal preparation. Also they may have responsibilities to other members of the family such as looking after younger siblings.

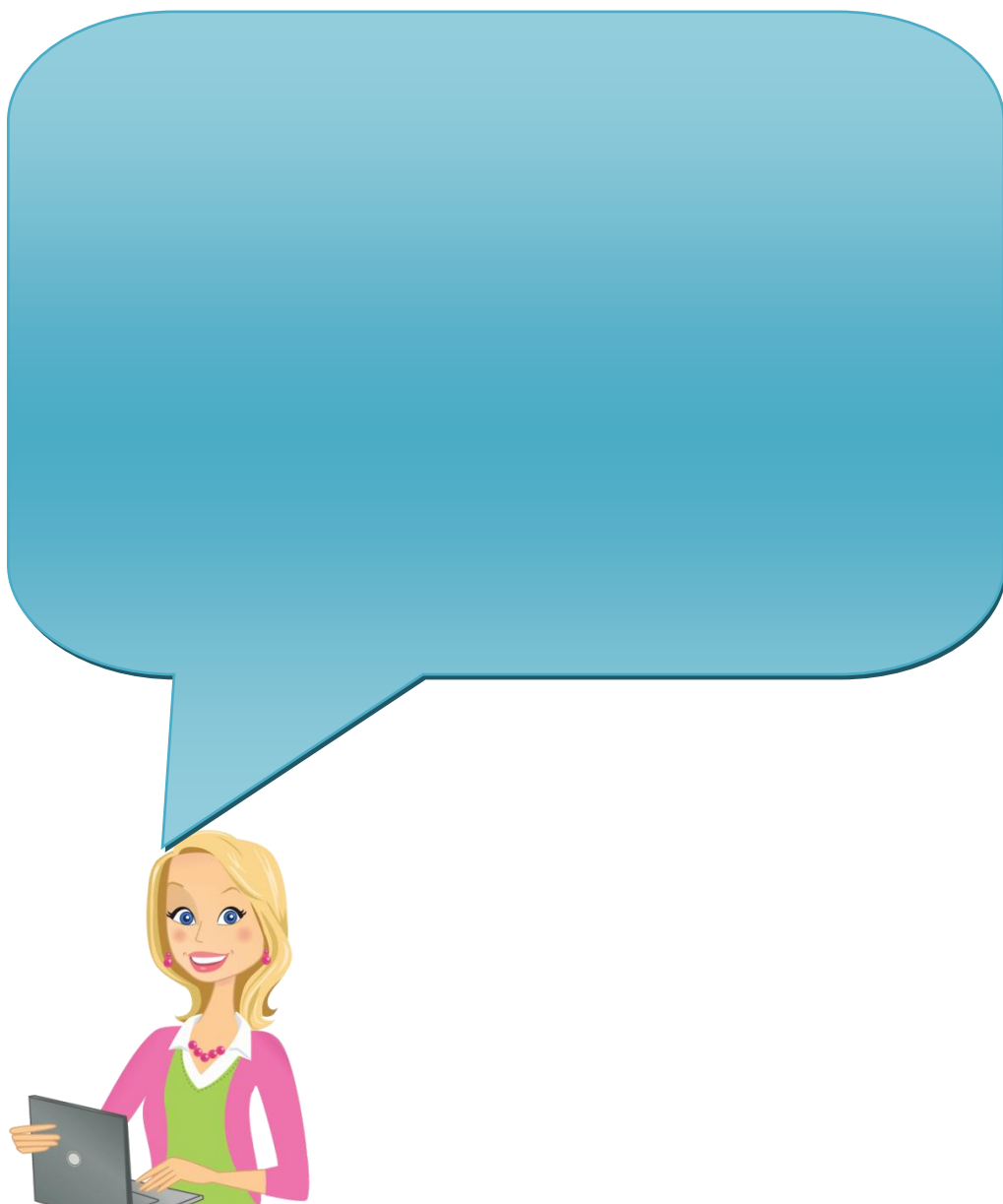
Secondly, homework time stops students being involved in sporting activities or other interests like music. Children need time to practice these interests and build their teamwork skills.

Finally, there is no convincing evidence that homework improves learning. Experts agree that real learning occurs in an interactive classroom where students are engaged happily and work together.

It is clear that homework does not result in further learning and imposes on students' personal and family lives. Time would be better spent building other skills and knowledge outside of school work, and socializing more.

Adapted from:

http://www.decd.sa.gov.au/accountability/files/links/link_142019.pdf



Summarize the text that you have read in the following 'smart chart'.

Smart Chart



Title:



ACTIVITY 3

Read the text carefully and follow the class discussion.

Arranged Marriages should be Outlawed



Having a companion is a very important factor of happiness but I don't think that arranged marriages are the way of happiness. In an arranged marriage, the happiness of the parents overshadows the happiness of the child. Arranged marriages should be outlawed. It would be much better for everybody to decide their own mates. There are some fundamental reasons as the basis of my statement.

Firstly, love is a feeling shared between two people. Other people cannot force someone to fall in love with another person. People should be free to follow their own heart's desires and to marry or be with whomever they choose.

Secondly, marriage is a big matter which demands understanding of two individuals and two souls. Marriage is supposed to be a commitment between two people that understand each other, not two people that are being forced to wed.

Finally, it is clear that there is no reason to let arranged marriages happen. Love is something unforced and in a marriage people should have the same commitment and understand each other.

Summarize the text that you have read in the following 'smart chart'.

Smart Chart



Title:

MEDIA PEMBELAJARAN

Video

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA N 2 Banguntapan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/II
Jurusan	: Ilmu Pengetahuan Alam
Alokasi Waktu	: 2 x 45 menit
<i>Skill</i>	: <i>Reading</i>
Jenis Teks	: <i>Hortatory exposition</i>
Topik	: <i>Our surrounding</i>

A . STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *hortatory exposition* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

B . KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

C . INDIKATOR

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa dapat mengidentifikasi argumen yang diberikan.
3. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks *hortatory exposition*.

D . TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca.
2. Siswa mampu mengidentifikasi argumen yang diberikan.

3. Siswa mampu mengidentifikasi langkah-langkah retorika dari teks *hortatory exposition*.

E . MATERI PEMBELAJARAN

1. Contoh teks *hortatory exposition*.

Title	Global Warming
Thesis statement	Global warming is a complex phenomenon, and its full-scale impacts are hard to predict far in advance. But each year people learn more about what causes global warming.
Argument	People argue that vehicles and industries pollution make global warming happen. We know that emission gas of industries and vehicles cause increasing of carbon dioxide and air vapor in atmosphere which makes world temperature hotter, called greenhouse effect.
Argument	Illegal logging is one of causes global warming. For example, in our country, Indonesia, illegal logging is most popular activity. Many people, government or commoners like do it. Ironical, they know, if they cut trees more and more, temperature of world will increase. Consequently, Earth to be hotter. But no one care with this problem.
Argument	Using electricity much more, cause temperature of earth warm up. In common, people produce energy with fossil power that makes carbon dioxide in atmosphere increase.
Recommendation	<p>Finally, I think that people must be more care about this phenomenon. Some activity can us do to reduce effect of global warming. Among these:</p> <ul style="list-style-type: none"> • modernize power plants and generate electricity from nonpolluting sources • cut our electricity use through energy efficiency • using car that run cleaner and burn less gas.
Taken from: http://id.scribd.com	

2. Tujuan Komunikasi Teks

Tujuan komunikatif dari Analytical Exposition Text adalah untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas atau mendapat perhatian dengan cara pemberian argumen-argumen atau pendapat-pendapat yang mendukung ide pokok atau topik tersebut.

3. Struktur Teks Report

Ada tiga bagian dari struktur atau pola kalimat dalam Hortatory Exposition Text, yaitu:

a. Thesis

Thesis berisi tentang pengenalan ide pokok penulis tentang suatu gejala atau kejadian yang akan diangkat atau dibahas.

b. Arguments

Arguments berisi tentang pendapat-pendapat yang mendukung ide pokok penulis. Semakin banyak pendapat yang penulis tuliskan, semakin menarik sebuah Hortatory Exposition Text itu, karena pembaca cenderung percaya terhadap suatu peristiwa jika terdapat banyak pendapat yang mendukung di dalamnya.

c. Recommendation

Recommendation berisi tentang rekomendasi atau ajakan penulis terhadap pembaca.

4. Ciri Kebahasaan Teks Report

Di bawah ini adalah ciri kebahasaan yang terdapat pada teks *Hortatory Exposition* yaitu:

- a. menggunakan simple present tense
- b. menggunakan temporal conectives; firstly, secondly, thirdly, etc.
- c. menggunakan evaluative words; importantly, valuablly, trustworthly, etc.

F . SUMBER DAN MEDIA PEMBELAJARAN

a. Sumber Pembelajaran

1. Developing English Competencies for Senior High School Grade XI, oleh Achmad Doddy, dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Interlanguage for Senior High School Students Grade XI, oleh Jaka Priyana dkk., Penerbit: Pusat Perbukuan Departemen Pendidikan Nasional.
3. Berbagai sumber dari internet.

b. Media Pembelajaran

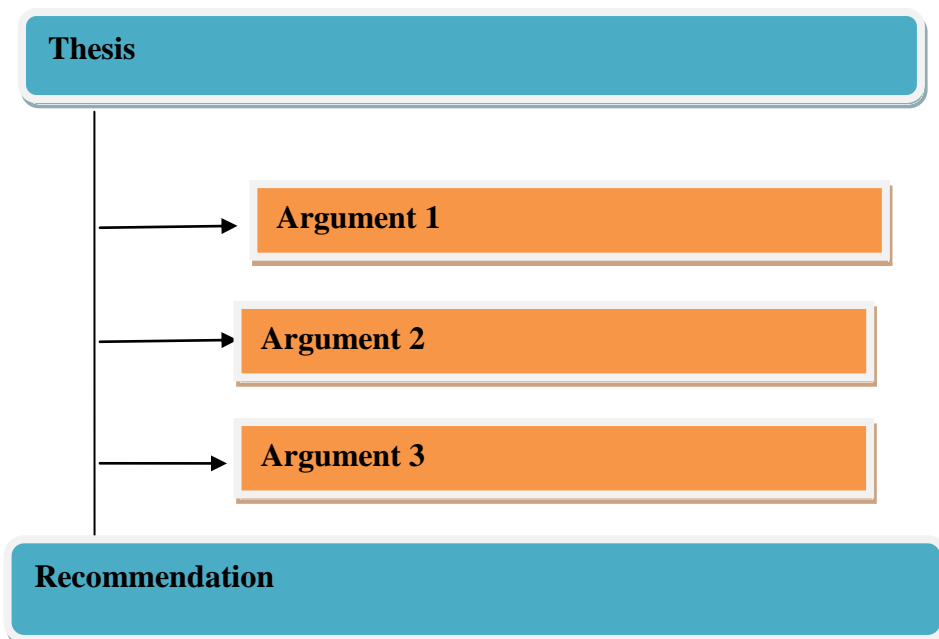
1. Video.
2. *Graphic organizer* untuk teks *hortatory exposition*.

G . METODE PEMBELAJARAN

Three Phase Technique (Presentation-Practice-Production)

H . STRATEGI PEMBELAJARAN

1. Graphic organizers.



Graphic organizers untuk teks *hortatory exposition*.

2. Tableau.

I. LANGKAH PEMBELAJARAN

1. PENDAHULUAN (5 menit)

- a. Salam, menanyakan kabar siswa.
- b. Mengecek kehadiran siswa.
- c. Mengecek kesiapan siswa mengikuti pelajaran.
- d. Menyampaikan topik dan tujuan pembelajaran.

2. KEGIATAN INTI (80 menit)

a. *Warming Up Activity* (10 menit)

- Guru membawa siswa masuk ke dalam pembahasan tentang sebuah topik yang dekat dengan kehidupan siswa yaitu tentang *global warming*.
- Guru memancing siswa dengan beberapa pertanyaan diantaranya:
 - apakah siswa merasa hari-hari lebih panas dari biasanya
 - apakah siswa merasakan cuaca sering berubah drastis tidak menentu
 - apakah yang menjadi penyebab perubahan cuaca ekstrim tersebut.
- Guru memutar video tentang *global warming*.
- Guru bertanya tentang pendapat siswa mengenai hal yang bisa dilakukan untuk mengatasi *global warming*.
- Guru menjelaskan bahwa pertemuan hari ini akan membahas tentang teks *hortatory exposition*.

b. *Presentation* (10 menit)

- Guru membagi teks *hortatory exposition* tentang *global warming*. Teks tersebut dibuat rumpang yaitu tanpa bagian *recommendation*.

- Guru membahas teks dalam kelas besar dan menerangkan bagian-bagian teks *hortatory exposition* dan menuliskannya dalam *graphic organizers* (smart chart).

c. Practice

- Guru meminta siswa membentuk kelompok terdiri dari 4-5 siswa.
- Guru meminta siswa memikirkan *recommendation* untuk melengkapi teks *global warming* yang telah dibahas sebelumnya.
- Guru meminta siswa memikirkan gerakan *tableau* yang mempresentasikan *recommendation* mereka.
- Tiap kelompok maju menampilkan *tableau* untuk bagian *recommendation* dari teks *global warming*.
- Setelah semua kelompok maju, guru merangkum seluruh ide untuk *recommendation* dari seluruh kelompok dan menuliskannya di papan tulis pada '*smart chart*' *hortatory exposition* bagian *recommendation*.

d. Production (50 menit)

- Guru meminta siswa bekerja dalam kelompok yang terdiri dari 4-5 siswa.
- Guru membagikan teks dan *smart chart* kepada masing-masing kelompok (tiap kelompok diberikan teks yang berbeda).
- Guru memberi waktu kepada kelompok untuk memahami teks dan menuliskan isi teks ke dalam *smart chart*.
- Guru meminta tiap kelompok merencanakan skenario untuk *tableau performance*.
- Setelah selesai berdiskusi dalam kelompok, guru membahas teks kelompok 1.
- Setelah teks pertama dibahas, kelompok 1 menampilkan *tableau* di depan kelas.

- Selanjutnya guru membahas teks kelompok 2.
- Setelah teks kedua dibahas, kelompok 2 menampilkan *tableau* di depan kelas.
- Selanjutnya guru membahas teks kelompok 3.
- Setelah teks ketiga dibahas, kelompok 3 menampilkan *tableau* di depan kelas.
- Selanjutnya guru membahas teks kelompok 4.
- Setelah teks keempat dibahas, kelompok 4 menampilkan *tableau* di depan kelas.

3. PENUTUP (5 menit)

- a. Menstimulus siswa untuk menarik kesimpulan dari kegiatan pembelajaran hari itu (tentang teks berbentuk *hortatory exposition*).
- b. Menanyakan kesulitan siswa berkaitan dengan kegiatan pembelajaran.
- c. Salam.

J . PENILAIAN

- a. Teknik: tes tulis
- b. Bentuk: uraian
- c. Instrumen penilaian: terlampir

Yogyakarta, 2012

Kolaborator,

Peneliti,

Panca Ratnawati, S.Pd.

Oktafina Dewi K.

LAMPIRAN MATERI

Pregnant Student May Continue Their Study



Should schoolgirls who become pregnant and have a baby be allowed to remain in education, or should they be thrown out of school when their pregnancy becomes known? I don't think it is a wise decision.

If we throw pregnant girls out of school, we cut them off from all their friends, socially isolating them at a vulnerable time in their lives.

Furthermore, young mothers need a chance to gain qualifications that will let them earn money to support their child in the future. Cutting these girls off from education denies them this opportunity. Pregnant teens lose the opportunity to learn skills necessary for employment and self-survival as adults.

Undoubtedly, schoolgirls who become pregnant should

AIDS Victim Should Not be Ignored



The number of cases of AIDS (acquired immune deficiency syndrome) is rise up. The virus of AIDS is transmitted in many ways. Everybody has chance to be infected. But should we keep away from AIDS's victim? I personally believe that we should not.

AIDS victim gets suffer because of this disease. They need support from their family and society. Avoiding them will make them lose their willing to continue their life.

Furthermore, there are many ways to avoid the virus infection, such as doing healthy sex and avoid the needle sharing.

Simply stated, we do need to avoid the disease, but not the victim.

Our Habits Save Our Earth



Many of us think that we need to have a large amount of money to go green. That is wrong perception that we should throw away. We just need to change our habit!

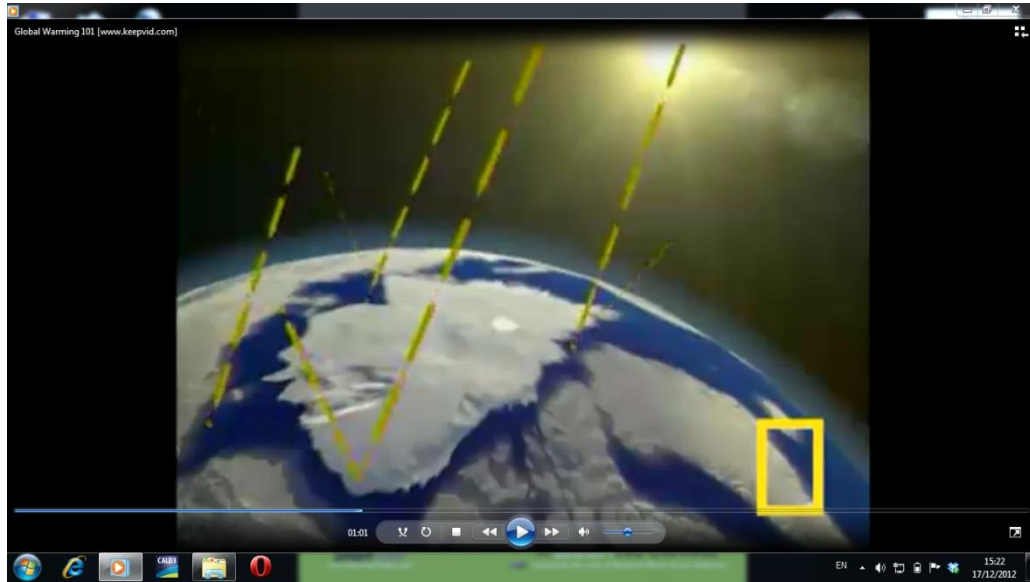
An easy change to your habits such as simply turning off the lights in a room when you're done in it can have a major impact on your consumption of power -- and lower your electric bills while saving the planet. You don't have to live in the dark, but you also don't need to live in a house that is lit up like a Christmas tree every night.

There are no energy costs and no negative environmental impacts when you find a way to reuse an item rather than either recycling it or throwing it in the trash. For example, reuse plastic grocery bags or other sacks when you go shopping. Refill plastic water bottles rather than buying new ones. Save gift boxes and repurpose them for future occasions. Use old cans and containers for arts and crafts projects.

Clearly, changing our habit into the earth-friendly one can save our planet. Lets do it.

MEDIA PEMBELAJARAN

Video *Global Warming*



Field Notes of the Reading Comprehension Learning during the Research

Field Note 1

Tanggal : 30 Maret 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Kelas dimulai pukul 7.30. Siswa sudah siap di dalam kelas. Guru membuka pelajaran dengan berdoa kemudian menyapa siswa. Selanjutnya Guru mengabsen kehadiran siswa.
2.	Mengawali kegiatan pembelajaran, guru mengajak siswa untuk mendiskusikan topik yang ada di sekitar kehidupan siswa. Siswa diminta mengungkapkan apa saja ide yang muncul di kepala mereka saat mendengar tentang topik 'sekolah'. Dikarenakan topiknya dekat dengan kehidupan siswa, siswa dapat dengan mudah mengungkapkan benda-benda yang berkaitan dengan 'sekolah'. Hanya beberapa siswa yang mau mengungkapkan pendapat. Siswa yang lain berpendapat dengan suara yang sangat lirih seperti setengah berbisik dengan teman sebangku mereka sehingga tidak terdengar oleh guru. Mereka yang terlibat aktif dalam sesi ini adalah para siswa yang cenderung memiliki kemampuan lebih dibanding teman sekelas lainnya. Sementara siswa yang lain cenderung pasif dalam mengikuti kegiatan pembelajaran.
3.	Pada sesi selanjutnya, guru membahas topik tentang kanguru. Guru mencoba memancing siswa dengan menunjukkan sebuah gambar kanguru. Guru mempersilahkan siswa untuk menggali kembali pengetahuan yang telah mereka miliki tentang kanguru. Dikarenakan tidak ada siswa yang merespon pertanyaan Guru akhirnya Guru memanggil nama beberapa siswa. Siswa yang namanya dipanggil kemudian mencoba untuk menyebutkan pengetahuan yang mereka punya tentang kanguru. Guru menuliskan ide-ide dari siswa di papan tulis dalam bentuk <i>semantic webbing</i> . Siswa memperhatikan papan tulis dengan seksama. Beberapa diantara siswa tampak bergumam membaca <i>semantic webbing</i> . Beberapa siswa kemudian secara spontan menyebutkan ide tambahan untuk melengkapi <i>semantic webbing</i> tersebut.
4.	Setelah kegiatan diskusi besar, Guru memberikan teks tentang kanguru. Guru meminta siswa membaca teks tersebut. Setelah beberapa saat, Guru kemudian membuka kembali diskusi kelas besar untuk mendiskusikan tentang teks tersebut. Guru menlontarkan beberapa pertanyaan yang mengarahkan siswa pada suatu kesimpulan tentang struktur teks <i>report</i> . Selanjutnya Guru meminta siswa maju ke depan untuk melengkapi diagram <i>semantic webbing</i> yang telah dibuat oleh Guru. Siswa diminta menuliskan <i>semantic webbing</i> sesuai dengan informasi yang mereka temukan di dalam teks. Dikarenakan tidak ada siswa yang mau secara sukarela maju ke depan akhirnya Guru menunjuk beberapa siswa.
5.	Selanjutnya Guru meminta siswa untuk bekerja dalam kelompok beranggotakan empat sampai lima siswa. Guru menunjukkan gambar monyet

	<p>dan siswa diminta untuk menuliskan semantic webbing tentang monyet. Siswa tampak bersemangat dikarenakan topik tentang monyet adalah topic yang lucu bagi mereka. Di sela-sela pembelajaran, mereka mencandai teman mereka berkaitan dengan monyet.</p>
6.	<p>Peneliti berkeliling kelas untuk mengamati siswa bekerja dalam kelompok. Beberapa siswa bertanya pada peneliti tentang arti kata dalam teks. Beberapa siswa mengeluhkan bahwa teks yang harus mereka baca panjang. Hampir sepuluh menit berlalu. Peneliti mendekat untuk melihat pekerjaan siswa. Ternyata sebagian dari mereka didapati belum mulai mengerjakan. Mereka tampak masih berfikir dan belum mulai menuangkan ide mereka ke atas kertas. Sebagian besar siswa masih merasa malu untuk mengungkapkan ide mereka saat dimintai pendapat. Beberapa siswa belum membuat Semantic Webbing. Mereka mengeluhkan bahwa mereka kesulitan menemukan kata yang mereka maksud dalam bahasa Inggris.</p>
7.	<p>Beberapa menit berlalu. Beberapa siswa belum menyelesaikan Semantic Webbing mereka. Waktu untuk menulis Semantic Webbing habis. Beberapa siswa nampak belum maksimal menuliskan Semantic Webbing mereka. Akhirnya, guru membolehkan siswa untuk menuliskan poin-poin Semantic Webbing dalam bahasa Indonesia. Guru membagi kertas berisi pertanyaan pemahaman mengenai teks. Beberapa siswa bertanya apakah pekerjaan mereka akan masuk nilai. Guru menjawab bahwa dinilai atau tidak siswa diharapkan tetap menyelesaikannya.</p>
8.	<p>Setelah diskusi selesai Guru memutar video tentang monyet untuk menambah pengetahuan siswa tentang topic tersebut. Para siswa tampak sangat bersemangat menonton video. Mereka menyimak dengan seksama dan sesekali tertawa. Beberapa dari mereka mengomentari video. Setelah melihat video, Guru membagi teks yang telah dibagi dalam beberapa potong yang tertulis di atas kartu. Siswa diminta menyusun kartu tersebut sesuai dengan urutan yang benar. Setelah itu siswa diminta memahami teks tersebut dan menuliskan semantic webbing berdasar teks. Selanjutnya siswa menyampaikan hasil pekerjaan mereka di depan kelas.</p>
9.	<p>Pada sesi selanjutnya, siswa diminta bekerja berpasangan. Guru memperlihatkan gambar cheetah dan siswa diminta menuliskan semantic webbing tentang cheetah sesuai pengetahuan mereka masing-masing. Beberapa siswa kesulitan menemukan bahasa Inggris dari kata yang mereka maksud. Beberapa dari mereka bertanya kepada Guru dan peneliti. Beberapa yang lain mencoba mencarinya di dalam kamus.</p>
10.	<p>Untuk menambah pengetahuan siswa tentang cheetah, Guru memutar video tentang cheetah. Selanjutnya Guru membagi kartu kepada siswa berisi beberapa potongan paragraph. Beberapa paragraph dalam kartu tersebut adalah paragraph yang isinya tidak sesuai dengan 'cheetah'. Tugas siswa adalah memilih paragraph yang sesuai, mengurutkannya, membaca dan menulis semantic webbing dari teks. Beberapa siswa berkomentar saat guru membahas teks tentang cheetahs. Mereka terheran saat mengetahui ciri cheetahs yang belum mereka ketahui sebelumnya. Salah satu siswa</p>

	berkomentar, “Wah sangar tapi mesakke yo.”
11.	Menjelang jam pelajaran berakhir, sekitar separuh siswa belum selesai mengerjakan soal pemahaman teks yang diberikan oleh Guru. Mereka meminta pada Guru untuk menjadikan soal tersebut sebagai PR saja.
12.	Bel akhir pelajaran berbunyi. Beberapa siswa tampak belum menyelesaikan pekerjaan mereka. Sebagian besar dari mereka segera berhenti mengerjakan soal dan menutup buku mereka. Mereka segera berhambur keluar kelas setelah guru menutup pelajaran. Nampak sekitar tiga siswa masih berusaha menyelesaikan soal.

Field Note 2

Tanggal : 31 Maret 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Kelas dimulai pukul 7.30. Siswa sudah siap di dalam kelas. Guru membuka pelajaran dengan berdoa kemudian menyapa siswa. Selanjutnya Guru mengabsen kehadiran siswa.
2.	Mengawali kegiatan pembelajaran Guru memberikan apersepsi. Guru bertanya apakah siswa sering menebak-nebak jalan sebuah cerita atau film. Guru kemudian memperkenalkan strategi dengan memutar potongan film “How to Train Your Dragon”. Guru memberikan form prediksi untuk mencatat prediksi siswa. Guru memutar video dan berhenti pada beberapa tahap. Saat menyetop video Guru meminta siswa untuk menebak kejadian yang akan muncul setelah ini. Beberapa siswa tampak masih bingung.
3.	Setelah memutar video, Guru menjelaskan kembali struktur teks narrative. Guru menunjukkan teks narrative berjudul Malin Kundang dan membahas struktur teks tersebut. Guru juga menjelaskan tentang tujuan dan manfaat strategi yang tadi diterapkan dalam pembelajaran.
4.	Setelah penjelasan mengenai struktur teks narrative, Guru membagikan rubric DR-TA. Teks yang dipakai berjudul “Maui Makes the Sun Go Slower” dilanjutkan dengan teks berjudul “Wanebaka”.
5.	Teks selanjutnya adalah Wanebaka. Guru memberikan amplop berisi potongan teks dan panel jawaban kepada masing-masing siswa. Siswa nampak bersemangat menyelesaikan prediksi mereka sebelum waktu habis. Setelah selesai menjawab, mereka segera mengangkat panel jawaban mereka. Sebelum waktu habis, beberapa dari mereka terlihat menurunkan lagi panel jawaban mereka dan menambahkan atau mengkoreksi jawaban mereka. Siswa berusaha melengkapi prediksi mereka sebaik mungkin. Beberapa dari mereka meminta waktu tambahan saat mereka belum selesai menuliskan prediksi mereka.
6.	Setelah siswa mengungkapkan prediksi mereka, guru mempersilahkan siswa

	untuk membaca kelanjutan cerita untuk membuktikan prediksi mereka. Beberapa siswa yang berhasil menebak dengan tepat bersorak karena senang. Perhatian seluruh siswa tertuju pada masing-masing siswa yang mendapat giliran untuk menyebutkan prediksi mereka. Beberapa siswa bahkan hingga berjalan mendekati siswa yang menyebutkan prediksi yang unik atau lucu.
7.	Bel akhir pelajaran berbunyi. Guru mengajak siswa untuk menarik kesimpulan dari pembelajaran hari itu.

Field Note 3

Tanggal : 14 April 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Kelas dimulai pukul 7.30. Siswa sudah siap di dalam kelas. Guru membuka pelajaran dengan berdoa kemudian menyapa siswa. Selanjutnya Guru mengabsen kehadiran siswa.
2.	Mengawali pelajaran, Guru memancing siswa untuk masuk pada poin pembahasan yaitu tentang fast food. Guru bertanya pada siswa apakah mereka pernah makan fast food atau belum. Beberapa siswa melontarkan guyonan. Guru bertanya apakah siswa setuju apabila fast food dikategorikan sebagai makanan yang berbahaya. Setelah berdiskusi beberapa saat, Guru melanjutkan pembahasan. Guru menerangkan tentang struktur teks analytical exposition. Guru member teks tentang fast food dan membahas struktur teks tersebut dalam kelas besar.
3.	Guru menulis statemen “Kids shouldn’t have a facebook account” di papan tulis. Siswa diminta menentukan pendapat mereka antara setuju dan tidak dengan cara menancapkan panah pada tembok yang telah dibagi menjadi kolom setuju dan kolom tidak setuju. Selanjutnya Guru menayangkan video pendek tentang “facebooking kids” untuk menambah pengetahuan siswa mengenai topic yang dibahas.
4.	Guru memberi contoh cara mengisi rubric K-W-L. Guru memancing siswa untuk mengeluarkan pengetahuan yang dimiliki siswa tentang facebook dan menuliskannya pada kolom K. Setelah itu Guru memperkenalkan kolom W. Guru kembali menggali apa yang ingin diketahui siswa dari teks.
5.	Selanjutnya memberi contoh cara membaca teks dengan strategi Selective Underlining and Note Taking. Guru meminta siswa untuk mempraktekkannya. Para siswa bertanya pada guru, peneliti, dan teman sejawat peneliti untuk membantu mereka menyelesaikan aktivitas Underline Me. Para siswa tampak antusias untuk menyelesaikan membaca teks dan menyelesaikan aktivitas Underline Me dengan benar.
6.	Siswa bersemangat saat menuliskan jawaban mereka di media transparansi di depan kelas. Siswa yang lain memperhatikan dengan seksama. Saat

	diminta bekerja secara individu, hampir seluruh siswa mengerjakan secara mandiri. Sudah tidak tampak lagi siswa yang menyontek pekerjaan temannya. Saat mengalami kesulitan, siswa memilih untuk bertanya kepada guru atau peneliti. Siswa terlihat sangat fokus pada pekerjaan masing-masing. Saat diminta untuk mempresentasikan pekerjaan mereka ke depan kelas, sebagian besar siswa tampak masih asyik dengan pekerjaan mereka masing-masing. Beberapa siswa tampak asyik berdiskusi dengan teman sebangku mereka. Beberapa siswa mencoba membantu teman mereka yang mengalami kesulitan menyelesaikan aktivitas Underline Me.
7.	Setelah selesai mendiskusikan Underline Me, Guru mengajak siswa untuk kembali ke kolom K-W-L. Kali ini Guru mengajak siswa mengisi kolom L (Learned). Guru member contoh cara mengisinya dan siswa melanjutkannya.
8.	Jam pelajaran telah habis dan beberapa siswa belum selesai melengkapi Graphic Organizers mereka. Beberapa masih berdiskusi dengan teman sebangku mereka untuk menyelesaikannya. Siswa meminta peneliti menunggu sebentar sampai mereka menyelesaikannya.

Field Note 4

Tanggal : 28 April 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Kelas dimulai pukul 7.30. Siswa sudah siap di dalam kelas. Guru membuka pelajaran dengan berdoa kemudian menyapa siswa. Selanjutnya Guru mengabsen kehadiran siswa.
2.	Selama diskusi berlangsung, siswa terlihat memiliki kemampuan yang merata. Masing-masing dari mereka berkontribusi saat mendiskusikan semantic webbing. Diskusi berjalan lancar dan antusias. Siswa yang biasanya cenderung pasif, dalam sesi diskusi ini menunjukkan kemajuan yang positif. Sebagian besar siswa memperhatikan dengan antusias dan memberi apresiasi yang tinggi pada siswa yang biasanya cenderung malu.
3.	Seluruh siswa berkontribusi dalam diskusi kelompok. Mereka tampak bersemangat melengkapi 'message in the bottle'. Ada siswa yang menyumbang ide, ada yang mencari arti kata di dalam kamus, dan ada yang menuliskan jawaban.
4.	Menjelang sesi diskusi berakhir, kelompok yang belum menyelesaikan tugas segera mempercepat kerja mereka. Mereka segera menulis poin yang kurang dan cepat-cepat menggulung kertas dan memasukkannya ke dalam botol.
5.	Mengawali pembelajaran, Guru menunjukkan semantic webbing tentang Menara Eiffel. Siswa diminta untuk menebak topic yang sedang dibicarakan dalam semantic webbing tersebut. Setelah tertebak, kemudian

	Guru memberikan teks tentang Menara Eiffel. Siswa selanjutnya membaca teks tersebut dilanjutkan dengan pembahasan struktur teks report. Guru menjelaskan bahwa pembelajaran hari ini akan kembali menggunakan semantic webbing akan tetapi diformat dalam bentuk permainan yaitu 'message in the bottle'. Guru meminta siswa membuat kelompok dan membagikan peralatan yang mereka butuhkan yaitu botol dan kertas.
6.	Siswa bekerja dalam kelompok untuk menentukan 10 poin pembangun semantic webbing. Tema yang mereka diskusikan adalah tentang Great Wall of China dan Pyramids. Poin tersebut dituliskan di kertas lalu digulung dan dimasukkan ke dalam botol. Setelah itu botol ditukar dengan kelompok lain. Siswa sangat bersemangat mengikuti permainan ini.
7.	Bel akhir pelajaran berbunyi. Guru mengajak siswa untuk menarik kesimpulan dari pembelajaran hari itu.

Field Note 5

Tanggal : 5 Mei 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Kelas dimulai pukul 7.30. Siswa sudah siap di dalam kelas. Guru membuka pelajaran dengan berdoa kemudian menyapa siswa. Selanjutnya Guru mengabsen kehadiran siswa.
2.	Guru meminta seluruh siswa untuk berdiri. Guru meminta siswa untuk melakukan gerakan yang merepresentasikan keadaan bahagia karena mendapat nilai bagus. Seluruh siswa serius melakukan gerakan tersebut termasuk siswa yang kesehariannya pemalu.
3.	Guru berkeliling untuk melihat pekerjaan siswa. Saat guru mendekat, siswa bertanya tentang kesulitan yang mereka alami. Mereka tampak sangat antusias untuk bisa memahami isi teks.
4.	Seluruh siswa berpartisipasi aktif dalam diskusi kelompok. Mereka tampak antusias membahas ide pokok dari cerita dan merencanakan gerakan tableau.
5.	Waktu yang diberikan untuk diskusi telah habis namun siswa masih terlihat asyik melanjutkan diskusi dengan kelompok mereka. Mereka meminta kepada Guru untuk memberikan waktu tambahan.
6.	Siswa nampak bersemangat menyelesaikan konsep tableau mereka sebelum waktu habis. Setelah selesai dengan konsep tableau, mereka kemudian berlatih mempraktekkan gerakan sebelum tampil di depan kelas.

Field Note 6

Tanggal : 12 Mei 2012

Tempat : Ruang kelas XI IPA 1, SMA N 2 Banguntapan

No.	Events
1.	Diskusi berjalan dengan lancar dan antusias. Masing-masing siswa berperan aktif dalam kerja kelompok. Mereka semangat mendiskusikan main idea dari tiap paragraf dan menentukan gerakan tableau untuk tiap main idea. Siswa yang biasanya cenderung pasif, dalam sesi diskusi ini tampak bersemangat.
2.	Siswa tampak sangat antusias mendiskusikan komposisi gerakan yang mewakili ide pokok tiap paragraf. Siswa berdiskusi dengan suasana santai dan menyenangkan. Mereka mencoba berbagai komposisi gerakan. Seseekali mereka tertawa ketika ada ide lucu yang muncul dalam diskusi. Siswa mencoba melengkapi penampilan mereka dengan menggunakan properti yang dapat mendukung dalam penyampaian ide pokok.
3.	Siswa tampak serius memainkan peran masing-masing. Ada siswa yang berperan sebagai pemain dan satu siswa berperan sebagai narator dalam setiap kelompoknya. Secara keseluruhan, para pemain dan narator bermain dengan sungguh-sungguh dan antusias.
4.	Para pemain tableau tampak sangat menjiwai peran mereka. Mereka melakukan gerakan yang diinstruksikan oleh narator dengan sungguh-sungguh. Para pemain menampilkan mimik wajah yang sangat mendukung pokok pikiran yang ingin mereka sampaikan.
5.	Kelompok 4 tampak sangat senang saat penampilan kelompok mereka mendapat tepuk tangan meriah dari siswa lain.

Interview Transcripts

NB= KS: Kepala Sekolah, T: Teacher, R: Researcher, S: Student

Interview 1

Tanggal 10 Maret 2012

Ruang Tamu Kepala Sekolah

- R : “Ibu, ada beberapa pertanyaan yang akan saya ajukan, yang pertama berkaitan dengan pembelajaran Bahasa Inggris secara umum *ngge* Bu.... Nah, dari keempat keterampilan berbahasa yang paling sering Ibu ajarkan di kelas itu apa bu biasanya?”
- G : “Emm, diantara empat *skill* itu otomatis *reading* mbak.”
- R : “*Reading* ya bu ya, karena apa bu?”
- G : “Sebabnya ya..., kita harus bisa baca dulu, menurut saya ya, baru bisa menulis, ya kan? Untuk *listening* kita harus mendengarkan dulu baru bisa ngomong. Apalagi kita di sini kita kan bahasa Inggrisnya posisinya sebagai bahasa asing. Bagi anak-anak jadi karena label itu kemudian jadi terasa asing, kan labelnya sudah *English as Foreign Language* gitu kan. Jadi kalau yang porsi terbanyak adalah *reading* dan porsi tersedikit mungkin *listening*.”
- R : “Tersedikit?”
- G : “Iyah...”
- R : “O jadi untuk *inputnya reading* ya bu ya yang paling banyak ya?”
- G : “He emh. Iya....”
- R : “*Listening*..., untuk ujian juga...?”
- G : “Ada memang, tapi kita kalau penataran-penataran ditanya gitu ya memang yang paling sedikit itu *listening*. Entah ya mbak, mungkin karena apa ya kita harus banyak mempersiapkan alat segala macam *ngge* to, ya walaupun *listening* bisa dengan mulut gurunya sendiri, tapi kalau bahasa Inggrisnya bahasa Inggris mBantul lak yo.... Hehehehe. Ya saya melakukan si tapi saya seneng dengan cara saya. Ya jadi ini mungkin di luar, di luar garis mungkin ya, ya jadi *listeningnya* dengan mendengarkan lagu-lagu gitu.”
- R : “O ya ya. Jadi kalau boleh saya *review*, fokus dan porsi yang terbanyak adalah *reading*. Tujuannya untuk penguasaan bahasa secara khusus, dan apalagi bu kira-kira yang menjadi alasannya? Untuk UAN mungkin jadi priorotas juga?”
- G : “Iya iya. Tuntutannya iya. Saya kira itu otomatis *reading* mbak.”
- R : “*Reading* ya bu ya. Kemudian kalau metode pengajaran yang Ibu terapkan di dalam kelas seperti apa bu?”
- G : “Metodenya..., ya paling sering tanya jawab. Ya mungkin tidak bisa dipungkiri ya mbak ya, gurunya itu masih dominan e.”
- R : “Gimana?”
- G : “Gurunya masih mendominasi.”

R : "Mendominasi?"

G : "Iya."

R : "Jadi masih *teacher-centered* ya?"

G : "Iya meskipun harusnya ndak ya, gimana ya mbak ya, namanya Bahasa Inggris gurunya nggak banyak ngomong itu juga muridnya mereka belum bisa *produce*, ya kan?"

R : "Emm, iya iya."

G : "*Speak, speaknya* kan juga masih terbatas sekali kan? Jadi otomatis..., saya nggak bisa mengatakan, nanti mbak Fina silahkan observasi sendiri."

R : "Iya bu, baiklah, jadi dengan tanya jawab, iya."

G : "Diskusi iya..., walaupun mereka menjawabnya dengan bahasa Indonesia."

R : "Kalau *roleplay* gitu bu mungkin?"

G : "O iyaa, *sometimes roleplay*."

R : "Kalau media pembelajaran yang digunakan bu?"

G : "Medianya ya..., paling..., paling gambar...."

R : "Gambar?"

G : "Iya, ya tapi pakai itu juga LCD juga."

R : "O bisa ya bu ya, di kelas itu bisa pakai LCD?"

G : "Bisa. Bisa pakai LCD nanti saya pake laptop saya sendiri soalnya kan kalau disana kan nanti kalau terlalu lama ya, untung secara teknis ya sudah sedikit-sedikit belajar."

R : "Oke, jadi itu ya bu ya memanfaatkan LCD."

G : "Powerpoint."

R : "Powerpoint."

R : "Kalau media yang *realia* gitu bu mungkin?"

G : "Ee, *realia* itu yang membawa barang-barang nyata ke dalam kelas?"

R : "Enggih bu, barang-barang nyata...."

G : "Ya *sometime*, tapi kalau...."

R : "Iklan mungkin bu?"

G : "O iya iya iklan. Kadang anak tak suruh bawa itu Jakarta post, tak suruh bikin kliping, yang *advertisement* ada trus itu *weather forecast* dan sebagainya. Iya, he em mbak sudah, sudah dilaksanakan."

R : "Kalau fasilitas penunjang di sini apa sajakah bu? Lab. atau apa mungkin?"

G : "Udah ada di sekolah disediakan ada LCD, ya meskipun belum sebanyak gurunya tapi saya kira sudah cukup membantu."

R : "Kemudian laboratorium bahasa?"

G : "Laboratorium bahasa belum ada. Kita ke lab. komputer dulu untuk pinjam LCD sama proyektor."

R : "Jadi LCD dibawa ke kelas ya bu ya?"

G : "Iya dibawa ke kelas."

G : "Kalau gurunya belum mampu *menghandle* nanti bisa ada dari teknisi membantu."

R : "Iya, membantu ya. Kalau buku, apa saja yang dipergunakan?"

G : "Buku yang dipakai Interlanguage BSE itu Developing English Competencies... kalau siswanya tak suruh belinya cuma yang kayak Interlanguage itu."

R : "Sedangkan ibu sendiri?"

G : "Ya ada acampuran Look Ahead ada Windows ada dua buku BSE yang saya sebutkan tadi."

R : "LKS bu?"

G : "LKS kebetulan..., LKS nya saya buat sendiri, jadi kadang-kadang saya pas mencari bahan saya ketemu ya...di buku yang saya punya, entah itu buku apa saja, saya *copy*kan sendiri."

R : "Kalau kamus bu?"

G : "Kamus di sekolah sudah ada, di perpustakaan."

R : "Di perpustakaan nggeh?"

G : "Iya, di perpustakaan disediakan kadang-kadang kalau pas diperlukan saya minta anak-anak untuk mengambil terlebih dahulu."

R : "Apakah Ibu mengharuskan anak-anak untuk membawa kamus?"

G : "Iyaaa, di awal-awal iya mbak, bahkan dulu sempat saya catat yang tidak membawa kamus."

R : "Wah jadi kayak Pak Agus ya bu ya?"

G : "Iya, mungkin saya terpengaruh Pak Agus juga ya, ada baiknya saya kira. Hehe."

R : "Hehehe."

G : "Tapi kadang-kadang itu anak-anak ada yang pake itu Google Translate, yaa, jadi mereka kadang-kadang saat pelajaran ada anak mereka minta ijin untuk membuka HP, tapi ya tidak setiap ada bahasa Inggris mereka saya perbolehkan. Tapi paling saya bilang, kalau tidak bawa kamus cetak silahkan. Tapi itu ya otomatis harus saya awasi. Tapi untuk mulai tahun ini tidak saya ijinakan membuka."

R : "Kadang penerjemahannya tidak tepat ya bu ya?"

G : "Iya, iya lha itu, yang pertama itu, yang kedua, anak-anak tahun ini jadi seakan-akan, saya kan nggak bisa ngawasi terus, iya kalau yang mereka buka kamus, kalau yang lain? Ya kan? Akhirnya untuk siswa kelas X tahun ini saya tidak perbolehkan membuka kamus HP, harus kamus manual."

R : "Kalau tidak bawa...?"

G : "Kalau tidak bawa bisa pinjam di perpustakaan, paling tidak satu meja ada satu."

R : "Dan itu ternyata mereka konsisten membawa bu?"

G : "Iya, di awal-awal iya, tapi lama-kelamaan juga jadi mulai tidak rajin membawa."

R : "Mereka untuk ini apakah tidak mengalami kesulitan atau sebenarnya mengalami kesulitan?"

G : "Mengalami. Sebenarnya mengalami kesulitan juga mbak."

R : "Mungkin ke ibu, tanyanya ke ibu ya?"

G : "Iya. Ada juga yang bawa Alfa Link, tapi Alfa Link juga sangat terbatas. Kadang kata-katanya sudah agak panjang, sudah dua kata

saja kan dicari nggak ada. Ya kan, maknanya juga salah. Saya juga memberitahukan ke mereka, hati-hati dengan *digital dictionary* seperti itu.”

- R : “Kalau untuk motivasi dan minat siswa dalam belajar bu?”
- G : “Minat mereka itu apa ya mbak, sebetulnya saya yakin kalau gurunya itu sudah siap, walaupun..., kalau saya mengeluhnya karena kalau jam terakhir itu juga berpengaruh mbak.”
- G : “Tapi saya kira, bila gurunya siap.... Cuman saya sendiri merasa kurang siap mbak kadang-kadang.”
- R : “Kalau pas Ibu siap gimana bu mereka?”
- G : “Ya bisa teratasi.”
- R : “Jadi kalau Ibu siap, motivasi belajar dan *involvement* mereka juga tinggi ya.”
- G : “He em, kalau saya merasa siap.”
- R : “Jadi menurut Ibu, respon siswa terhadap kegiatan pembelajaran itu sangat tergantung pada kesiapan guru?”
- G : “Heem, pada kesiapan guru, terus jam pelajaran juga, dan juga karakteristik siswanya, materi juga. Pokoknya kalau materi di kelas XI ada *expressing love* ya otomatis *semrinthil* anak-anak.”
- R : “*Semrinthil*, hehe.”
- G : “Iya.... Hehehe.”
- R : “Enggih, enggih, enggih, berarti tema ya, tema-tema yang mereka sukai, misal tentang Justin Bieber atau apa gitu ya?”
- G : “Iya, iya, iya....”
- R : “Kalau selama ini Ibu merasa mereka mengalami kesulitan belajar yang berarti atau tidak?”
- G : “Eeee....”
- R : “Mungkin parameternya bisa dari kegiatan pembelajaran sehari-hari, nilai ulangan, atau nilai *mid*...?”
- G : “Nah ini mbak yang jadi masalah. Kita ini kan ulangan umum segala itu saya yakin tidak mewakili nilai siswa yang sebenarnya.”
- R : “Tidak mewakili kemampuan siswa yang sebenarnya?”
- G : “He em, tidak mewakili kemampuan siswa yang sebenarnya.”
- R : “Dibuat oleh MGMP bu soalnya?”
- G : “Kalau soal yang ulangan umum gitu ya gurunya sendiri, kayak *mid* gitu kan gurunya sendiri. Jadi ya sudah saya sesuaikan, tapi kadang-kadang..., ini lho masalahnya di siswanya itu mbak, mereka kan tidak percaya diri, ini lho yang sulit.”
- R : “Tidak PD...?”
- G : “Sampai kadang di soal ulangan itu saya tuliskan ‘*do not cheat your friend*’ karena apa ya mbak ya, nyontek itu sudah jadi budaya.”
- R : “Budaya ya bu ya. Soalnya mereka ini ya..., *point minded* ya bu ya?”
- G : “Iya..., ingin *survive* di nilai, ingin KKM nya 7,5 tuntas, lhaaa....”
- R : “O 7,5 ya bu ya KKM nya di sini.”
- G : “Iya mbak....”

- R : “Jadi kemampuan mereka tidak bisa terukur dengan nilai-nilai ulangan dan test itu ya bu ya, karena mereka ada unsur *cheating* nya itu tadi ya bu ya?”
- G : “Iya....”
- R : “Kalau ini bu evaluasi sehari-hari?”
- G : “Evaluasi sehari-hari..., he em?”
- R : “Paska..., paska membaca teks..., kemudian nanti ada soal latihan gitu?”
- G : “Iya.”
- R : “Lebih..., lebih *fear* nggak bu untuk mengukur kemampuan siswa?”
- G : “Ya, kayaknya lebih *fear*, cuman kadang-kadang saya kan harus apa ya mbak, anak harus posisi duduknya saya pindah, ya jadi yang saya curigai saya taruh di depan, bahkan kadang-kadang jadi cowek cewek gitu, tapi sekarang anak-anak kan juga itu tadi....”
- R : “Malah seneng ya, hehehe.”
- G : “Iyaaa, lha itu.... Kalau mau separo, nanti yang separo juga nganggu pelajaran..., kan berada di luar kan yang separo, jadi ya..., tapi seringnya saya cuma saya pindah, yang kira-kira saya curigai tadi saya suruh pindah ke depan dan karena saya apa ya tuntutan nya kalau setiap kerja itu saya selesaikan, kadang-kadang ulangan jam pertama nanti jam kedua kita periksa bersama-sama, jadi saya tidak..., saya sering merasa tidak mau membawa pulang tugas anak karena itu tadi tanggung jawabnya besar di rumah.”
- R : “Jadi diselesaikan seketika itu juga ya bu ya. Jadi merubah posisi duduk itu salah satu strategi yang Ibu lakukan untuk mengatasi masalah pembelajaran ya?”
- G : “Dan satu lagi mungkin kalau cara saya, saya harus kenal dengan anak-anak, karakter mereka, nama mereka di awal mengajar saya harus hapal, anak-anak kalau sudah dihapalin namanya pasti mereka akan lebih sungkan segan kalau mau macem-macem. Jadi kalau saya itu harus hapal saya siapa yang saya ajar saya harus hapal namanya.”
- R : “Iya iya bu.... Jadi untuk masalah dalam pembelajaran adalah motivasi seperti tadi yang diungkapkan di depan ya bu ya?”
- G : “Iya....”
- R : “Kemudian ke-*fear*-an mereka dalam terlibat secara utuh lahir batin gitu bu ya dalam belajar?”
- G : “Iyaa, masalahnya ini kompleks mbak, jadi kalau anak-anak itu sudah godaannya dengan HP di dalam kelas....”
- R : “O itu juga problem ya bu ya? HP he em...? Enggih?”
- G : “Iyaa. Saya...saya akhir-akhir ini sudah...sudah tegas jadi kalau ada yang terlihat bawa HP saya ambil saya sita. Soalnya ini kan kita sedang berupaya mencari upaya hukum agar hape tidak bisa dioperasikan anak saat pelajaran. Tapi kan kalau belum ada upaya hukumnya kita kan nggak bisa berbuat banyak. Anak-anak boleh bawa tapi tidak diaktifkan. Tapi pada kenyatannya masih dilakukan mbak.

- Kalau *njenengan* tadi ketemu ibu-ibu yang bersama saya itu juga tadi ngambil HP yang disita itu.”
- R : “Oke kalau ini faktor yang psikologis yang kaitannya dengan kegiatan pembelajaran ya bu ya?”
- G : “Iya iya sangat berkaitan sekali.”
- R : “Kalau untuk ini bu faktor yang mempengaruhi secara khusus dalam kaitannya dengan kegiatan pembelajaran bahasa Inggris?”
- G : “Yaaa...itu tadi mungkin gurunya tidak siap itu...”
- R : “Mm, mungkin kurang persiapan gitu aja ya bu ya istilahnya?”
- G : “Hee lha iya itu, dalam artian itu. Terus tadi ya..., sama motivasi anak.”
- R : “Itu saja?”
- G : “Mungkin di awal saya bisa ngomong gitu, tapi nanti mbak Fina silahkan observasi sendiri nanti gimana.”
- R : “Kalau untuk hasil belajar siswa cukup memuaskan nggak bu?”
- G : “Yaaa...?”
- R : “Kalau dengan KKM 7,5 mungkin...? Berapa persen yang dapat mencapai itu bu?”
- G : “Yaa..., kalau untuk anak yang bagus ya nilainya bisa jauh di atas KKM. Kadang rentangannya gini mbak, KKM 7,5 itu ada yang sampai nilainya 9 tapi yang 1 pun ada.”
- R : “Ada yang tinggi sekali ada yang rendah sekali, ada *gap* gitu ya bu ya?”
- G : “Iya..., enggih. Kadang-kadang tergantung gini, satu ruangan itu ada yang pinter nggak. Kalau satu ruangan pada saat ujian itu ada yang pinter, otomatis nilainya akan lebih bagus daripada yang satu ruang tidak ada yang pinter mbak. Ya karena itu tadi, karena kontek-contekan...”
- R : “Jadi tempat duduk menentukan prestasi ya bu ya?”
- G : “Iyaaa.”
- R : “Kalau untuk motivasi, ibu selalu memberikan ya bu ya?”
- G : “Iya, selalu.”
- R : “Caranya gimana bu?”
- G : “Caranya saya..., kan anak-anak sering bertanya, kadang-kadang tahu gurunya *menthel* seperti ini kan terus bertanya, eee gimana si bu cara belajar bahasa Inggris yang mudah biar cepet..., kan mereka anu ya kalau anak-anak karena belum tau ya, gimana biar bisa cepet hapal *vocabnya*, apa harus dihapalkan setiap hari kan gitu-gitu tho tanyanya, ya saya cuman pesen belajarlh dengan cara yang hal-hal yang kalian suka. Kalau kalian suka main gitar ya cobalah kalau belajar gitar ya lagunya yang berbahasa Inggris, suka ndengerin musik ya musik yang berbahasa Inggris, nonton film ya film yang berbahasa Inggris. Jadi *at least* kan itu ada apa ya, kalau kita suka kan otomatis lebih cepat memahami.”
- R : “O jadi gitu ya bu ya. Ini dipraktekkan juga kan bu di aktivitas di kelas? Untuk meningkatkan prestasi belajar mereka?”

- G : "Iya...."
- R : "Apa lagi bu yang ibu lakukan untuk meningkatkan aktivitas belajar sama prestasi siswa? Salah satunya dengan lagu kayak tadi itu bu ya?"
- G : "Iya...."
- R : "Kemudian...? *Drill* mungkin?"
- G : "Iya, iya saya lakukan. Saya juga, apa ya, memberikan contoh sisi lain bahasa Inggris, jadi apa ya, kalau di bahasa Inggris itu ternyata ada hal-hal yang lucu, ada hal-hal yang aneh kayak gitu-gitu, ya jadi biar mereka termotivasi mbak. Dari *pronunciation* mungkin...."
- R : "Jadi fakta-fakta unik yang membuat mereka jadi cinta gitu ya, *falling in love* gitu bu ya?"
- G : "Nahhh, itu cara yang harus tetap dilakukan karena apa, karena kadang anak-anak sudah *bored* duluan kan mbak?"
- R : "Iya bu, jadi ini dilakukan sebagai selingan di dalam aktivitas pembelajaran ya bu ya. Yak, untuk penilaian terhadap hasil belajar instrumennya apa bu?"
- R : "Kalau untuk keterampilan membaca, Ibu bagaimana cara mengajarkannya?"
- G : "Ya...cuman, kalau saya masih konvensional sekali ya kalau saya, jadi cuman, anak-anak sudah ada bacaannya kan, tak suruh mbaca nanti kita cari kata-kata yang sulit."
- R : "Dengan *reading aloud*? Membaca keras begitu bu?"
- G : "Ya *sometimes* saya bacakan, meskipun kalau untuk anak SMA *reading aloud* nggak anu ya mbak ya...?"
- R : "Kurang sesuai ya, biasanya untuk anak-anak...."
- G : "Iya iya, SMP. Tapi bagaimana ya mbak ya, ini saya kira salah satu cara untuk mereka agar tau cara membacanya dan lain sebagainya, soalnya kita nggak bisa harus teori dengan praktek di lapangan itu sangat berbeda."
- R : "*Enggih*, berbeda ya bu ya...."
- G : "Itu cuman salah satu cara saya untuk menarik perhatian mereka."
- R : "Menarik perhatian ya bu ya, *getting attention*...?"
- G : "Iyaaa. Kadang saya meminta siswa yang bahasa Inggrisnya lebih daripada teman-teman yang lainnya, *pronunciation*nya juga."
- R : "Per kalimat atau per paragraf?"
- G : "Iya, per paragraf, *enggih*.... Tapi nggak saya minta mereka untuk menterjemahkan enggak, paling nanti cuma kata-kata yang sulit trus nanti *main ideanya* apa terus nanti njawab pertanyaan, tapi bila itu terlalu sulit bagi siswa, banyak yang tidak tahu ya saya bahas sampai tuntas. Tapi bila anak-anak sudah faham isinya, ya biasanya saya berikan tidak secara detil."
- R : "Jadi Ibu tidak ya bu ya memberikan teks kemudian meminta siswa untuk menterjemahkan teks tersebut ke dalam bahasa Indonesia?"
- G : "Itu, ya kalau saya pas ada tugas di luar misalkan ada seminar atau apa gitu biasanya saya minta anak untuk menterjemahkan."
- R : "Tapi untuk kegiatan belajar mengajar biasa tidak pernah ya bu ya?"

- G : “Tidak, *endak...* Kalau secara lisan mungkin iya, kadang-kadang untuk *getting attention* apa ya anak-anak yang *trouble maker* saya minta mereka menerjemahkan satu kalimat.”
- R : “Oke, kalau siswa tidak tahu artinya biasanya Ibu suruh mbuka kamus atau bisa tanya ke teman?”
- G : “Kadang-kadang *deducing meaning from the context*, kadang-kadang mereka tak suruh buka kamus, ya macem-macem mbak, kadang-kadang saya beri tahu karena mungkin keburu waktu *selak* bel, nhaaa....”
- R : “Ibu biasanya membuka pertanyaan ke kelas secara klasikal? Nanti ada yang tunjuk jari gitu atau gimana bu?”
- G : “Biasanya saya tanya, kemudian..., lebih ke anak yang tidak memperhatikan.”
- R : “O malah lebih ke anak yang tidak memperhatikan nggeh?”
- G : “He em, kalau anak yang pinter-pinter nanti ya sama aja, nanti yang pinter tambah pinter yang nggak bisa tambah nggak bisa kan nanti.”
- R : “Biasanya Ibu tunjuk dulu baru kasih pertanyaan? Atau...?”
- G : “Saya tunjuk dulu, nanti kalau itu kan trus *ayem*? Hehehehe.”
- R : “Jadi tunjuk dulu..., baru pertanyaannya Ibu beri?”
- G : “Tapi kaang juga saya balik, pertanyaan saya beri kemudian nanti yang kelihatan tidak memperhatikan saya tanya.”
- R : “O gitu ya bu ya, jadi kondisional ya bu ya. Baiklah.... Jadi untuk kegiatan pembelejaran keterampilan membaca Ibu fokuskan pada apa, pada *meaning*, atau pada penguasaan *vocabulary* atau *gramatikal* atau pada apa bu?”
- G : “Yaaa, kalau *gramatikal* kita nggak bisa lepas si mbak sebetulnya meskipun kita tuntutananya kita nggak boleh seperti mengajarkan *tenses*, padahal itu ya gimana ya, yang penting kita kan nggak mengajarkannya satu per satu gitu, iya kan?”
- R : “Jadi berdasarkan bacaan gitu ya bu ya?”
- G : “Iya....”
- R : “Jadi pas ada bacaan pas nemu tentang *passive voice* gitu ya kemudian Ibu terangkan ya?”
- G : “Iya, soalnya saya kadang-kadang merasa bersalah kalau tidak saya berikan. *Passive voice* juga sudah saya ajarkan di kelas X. Jadi sudah saya perkenalkan. Jadi tak tunjukkan, ini lho...yang kita pelajari kemarin itu di sini ada, kayak *passive voice* kan kemarin sebelum *news item*, nah itu juga ada kan banyak *news item* yang menggunakan *passive voice*.”
- R : “Jadi di dalam pembelajaran membaca di kelas Ibu, penguasaan kosakata itu juga penting ya, pemahaman makna itu juga dikedepankan ya, dan *gramatikal* juga dikolaborasikan ya bu ya?”
- G : “Iya, *enggih....*”
- R : “Jadi *integrated* ya bu ya?”
- G : “Iya, *enggih....*”

R : “Sebenarnya tujuan pembelajaran yang ingin dicapai dalam kegiatan pembelajaran membaca itu diharapkan siswa bisa apa bu?”

G : “Yang jelas bisa memahami isi bacaan, terus ada hubungannya sama *generic structure*, *social function*, *language feature* dan lain sebagainya pokoknya yang sesuai dengan *genre* itu.”

R : “Sesuai SK/KD itu ya bu ya?”

G : “Iyaaa. Soalnya kita kan ya memang itu patokannya.”

R : “Memang itulah parameternya ya bu nggeh... Jadi kriteria keberhasilan keterampilan membaca itu sudah termaktub dalam SK/KD ya bu ya?”

G : “Emmm, kalau yang itu mbak, terus terang kita tu, itu ada hubungannya dengan RPP.”

R : “Ada hubungannya dengan RPP....”

G : “Iya, iya kan jelaas. Nah saya tu termasuk yang kurang disiplin masalah RPP.”

R : “Maksudnya gimana bu?”

G : “RPP nya jadi masih amburadul.”

R : “Ada RPP dibuat untuk satu semester, ada *nggih*?”

G : “Emmm, iya. Tapi itu kan belum sesuai sama yang diinginkan pengawas.”

R : “Pengawas? Tapi itu sudah ini kan bu sudah sesuai dengan SK/KD, penurunannya dari situ *nggih*?”

G : “Iya, *enggih*....”

R : “Memangnya yang diinginkan pengawas seperti apa bu?”

G : “Berbeda dengan yang diinginkan dosen.”

R : “Dosen? Dosen kita?”

G : “Iya dosen UNY. Jadi kita harus menyesuaikan dengan siapa yang dihadapi. Kalau yang dihadapi pengawas ya... Nek mbak Fina kan dosen... Nah itu makanya mbak, mbak Fina besok lihat aja seperti apa.”

R : “Alokasi waktu untuk pembelajaran bahasa Inggris?”

G : “2 x 45 menit, itu sudah pasti, jarang sekali dipisah.”

R : “2 x 45 menit itu satu pertemuan ya bu ya, jadi satu minggu ada 4 x 45 menit?”

G : “Iya, iya.”

R : “Kalau untuk pembelajaran membaca porsinya bisa mencapai berapa bu dari keseluruhan? Sampai mencapai 75 mungkin bu?”

G : “Ya, berapa ya mbak ya?”

R : “Membaca tapi nomor satu ya bu ya?”

G : “Iya....”

R : “Kemudian nomor duanya?”

G : “Nomor duanya....”

R : “Menulis mungkin?”

G : “*I’m not so sure. Speaking* juga..., waktu presentasi kan mereka *speaking* kan ya mbak?”

R : “Berarti *integrated* ya bu ya?”

- G : “Mungkin yang tiga hal tadi yang jadi satu presentase yang sama mungkin mbak.”
- R : “Ibu sering pakai bahan dari internet nggak bu?”
- G : “Iya cuman kadang-kadang terkendala. Saya kan bisa ngenetnya cuman di sekolah aja.”
- R : “Kembali ke membaca nyaring tadi ya bu, sebenarnya siswa suka nggak bu membaca nyaring itu?”
- G : “Suka.”
- R : “Kalau membaca dalam hati gitu bu?”
- G : “Malah kadang-kadang malah nggak jadi membaca, malah ngobrol.”
- R : “Kalau siswa sedang membaca yang Ibu lakukan apa bu?”
- G : “Yang saya lakukan? Kan saya juga menyimak apa yang mereka baca terus membetulkan bila ada ucapan yang salah, *pronunciation* yang salah, kemudian melihat apa yang dilakukan siswa apakah mereka menyimak atau tidak.”
- R : “Saat siswa membaca mungkin Ibu keliling kelas begitu bu?”
- G : “Iya.”
- R : “Dan saat ada siswa yang membutuhkan bantuan kemudian Ibu membantu begitu ya bu ya?”
- G : “Iya, *enggih*.”
- R : “Saat mengerjakan soal, apakah Ibu biarkan siswa berdiskusi dengan temannya?”
- G : “Iya, he em. Biasanya cuman *in pair* soalnya nanti kalau dengan teman belakang malah jadi *crowded*.”
- R : “Kalau pekerjaan rumah (PR) sering Ibu berikan untuk keterampilan membaca?”
- G : “Iya, tapi kadang-kadang tidak terlaksana mbak. Jangankan mereka suruh membaca mbak, yang sudah-sudah yang sering mereka lakukan itu PR mereka kerjakan di sekolah.”
- R : “Jadi pemberian PR masih belum efektif ya bu ya untuk membantu pemahaman membaca siswa?”
- G : “Iya soalnya, saya sering memberi PR tapi ya itu, mereka nyontek temannya.”
- R : “Wah budaya sekali ya bu ya. Kalau pekerjaan siswa biasanya didiskusikan tidak bu?”
- G : “Iya, kalau itu *enggih*.”
- R : “Kalau menurut Ibu, kesulitan siswa ketika membaca teks bahasa Inggris itu apa bu?”
- G : “Mereka nggak tahu apa yang mereka baca.”
- R : “Tidak tahu apa yang mereka baca?”
- G : “Dan tidak pengen tahu.”
- R : “Tidak pengen tahu bu? Berarti mereka tidak *getting the meaning* karena mereka tidak ingin ya bu ya?”
- G : “He emh, untuk anak-anak yang kurang tapi ya. Tapi ada juga anak yang lebih dari teman-temannya jadi mereka *curiositynya* tinggi itu juga ada.”

R : "Untuk mengatasi permasalahan seperti itu Ibu usahannya apa bu?"

G : "Yaa...saya..., ya seringnya saya beri pertanyaan. Jadi mereka kan tahu kalau itu sebetulnya penting, kalau *ndak* ya..., ya saya motivasi secara *personal* saja. Apa yang selama ini membuat kamu tidak bisa dengan bahasa Inggris, jadi saya berikan fakta, bahasa Inggris masuk dalam yang di-UAN-kan dan sebagainya."

R : "Jadi kalau ada yang kurang aktif gitu Ibu kasih motivasi ya, Ibu kasih perhatian khusus?"

G : "Iya, iya."

R : "Dikasih pertanyaan, pendekatan *personal* juga gitu ya?"

G : "Iya."

R : "Jadi menurut Ibu pembelajaran keterampilan membaca apakah sudah optimal kah?"

G : "Saya tidak bisa bilang optimal ya mbak. Karena mungkin gurunya juga belum maksimal juga."

R : "Emmm, kalau begitu pertanyaannya saya ganti, apakah tujuan pembelajaran keterampilan membaca sudah tercapai bu?"

G : "Yaa..., belum mungkin mbak."

R : "Masih ada PR PR yang perlu diselesaikan ya bu ya?"

G : "Iya, *enggih....*"

R : "Kalau strategi-strategi untuk pembelajaran membaca gitu apakah Ibu pernah terapkan?"

G : "Kayak misalnya apa mbak?"

R : "Misalnya *mind mapping*, *story mapping* gitu, lalu *DR-TA*?"

G : "Ya kadang-kadang saya melakukan tapi nggak tahu judulnya."

R : "Oh Ibu melakukannya tapi nggak tahu judulnya?"

G : "Hehehehe, iya *enggih....*"

R : "Misalnya apa Ibu yang pernah Ibu lakukan? Misalnya ini mungkin Ibu kasih pertanyaan pancingan atau apa? Misalnya ada judul, terus Ibu tanya tentang prediksi mereka mengenai isi teks?"

G : "O iyaaa. Misalnya *what comes into your mind* gitu, *when you hear the word* apa gitu."

R : "O ada ya bu ya pertanyaan untuk *brainstorming* gitu ya. Terus apa lagi bu prediksi mungkin, misalnya ini paragraf ini akan bercerita tentang apa gitu misalnya."

G : "Ya kadang-kadang. Kadang emmm..., mereka saya suruh..., kan ada pernah saya berikan ee crita yang tidak ada akhirnya. Nhaaa, jadi mereka saya minta untuk menebak versi mereka. *If you were the writer if you were the author the end of the story will be....*, seperti apa."

R : "Ya ya ya, mereka sering Ibu ajak untuk *predicting* begitu ya?"

G : "Iya."

R : "Oke..., cuman Ibu nggak tahu istilahnya apa ya bu ya?"

G : "Iya mbak, kadang kayak gitu mbak."

R : "Terus kalau ini bu, nggambar, misalnya bikin bagan alur, misalnya *narrative* gitu, terus nanti eee..., *sequence-sequence* nya nanti Ibu tulis

- di papan tulis atau dibuat gambar atau mungkin mereka disuruh membuat *summary* gitu?”
- G : “Iya, *summary* ini juga saya lakukan untuk anak-anak. Kan mau UTS kemarin mereka saya suruh buat *summary* tentang jenis teks. Dan itu dalam presentasi itu kan mereka tidak hanya menyampaikan apa yang ada di powerpoint, nggak hanya menyampaikan *narrative* tu seperti apa, tapi mereka juga saya minta memberikan contoh teks lalu menerangkan ini lho yang namanya *orientation*, ini lho yang namanya *climax*.”
- R : “Oke jadi yang saya tengarai di sini, Ibu tu sering memakai strategi-strategi *reading* tapi Ibu tidak tahu istilahnya.”
- G : “Iyaa mbak saya tu minim.”
- R : “O jadi besok saya kasih daftar strategi trus Ibu lihat yang nanti mana yang sudah pernah dipakai mana yang belum begitu ya bu ya? Oke?”
- G : “Nah iya iya mbak gitu aja, *enggih*.”
- R : “Hehe, sebenarnya Ibu tu *excellent* tapi cuma nggak tau namanya aja ya bu ya?”
- G : “Hehe, ya bukan, bukan. Saya tu ya bukannya apa-apa ya mbak ya, saya itu kadang-kadang pengen gitu biar anak tuh seneng, tertarik dengan bahasa Inggris.”
- R : “Sebenarnya yang Ibu lakukan itu telah dirmuskan oleh para ahli..., wejyaaan....”
- G : “Hahahaha.”
- R : “Yak, mungkin dari sini saya sedikit banyak jadi tahu tentang gambaran bagaimana Ibu dan anak melakukan kegiatan pembelajaran membaca, kemudian untuk selanjutnya saya akan nanti akan kalau diperkenankan untuk observasi di kelas begitu.”
- G : “He em, he em.”
- R : “Kira-kira..., untuk Jum’at kemungkinan masih mbahas hasil *mid* ya bu ya.”
- G : “Iya, berarti mungkin Sabtu.”
- R : “Sabtu ya Bu ya?”
- G : “Untuk RPP nya nanti ya mbak ya berarti *njenengan* nanti sebelumnya konsultasi?”
- R : “Iya Bu, nanti saya konsultasikan dulu dengan Ibu.”

Interview 2

Tanggal 10 Maret 2012

Ruang Tamu Kepala Sekolah

- R : “Yang pertama kali saya tanyakan adalah ini pak tentang kondisi umum sekolah.”
- KS : “Iya....”
- R : “Ada berapa jumlah keseluruhan kelas pak di sini?”
- KS : “Yang jumlahnya kelas itu ada dua belas, 4 x 3.”
- R : “O ya, jadi tiap jenjang itu empat kelas ya pak ya.”
- KS : “Iya, empat kelas.”
- R : “Kalau jumlah keseluruhan siswa ada berapa pak?”
- KS : “Kalau jumlah..., mungkin di sini ada perubahan mutasi terakhir.”
- R : “Oke, nanti saya cari datanya *nggeh* pak *nggeh*.”
- KS : “Nah, iya iya.”
- R : “Termasuk jumlah guru dan karyawan *nggeh* pak *nggeh*?”
- KS : “Nah iya iya nanti ada.”
- R : “Kalau untuk kualifikasi guru pak?”
- KS : “Kalau guru di sini semuanya sudah S1 semua, cuman kalau yang S2 untuk yang bahasa Inggris belum ada.”
- R : “Dari berbagai universitas ya pak ya?”
- KS : “Iya mbak, iya dari berbagai universitas, ada UNY, ada UST.”
- R : “Ya, ya *nggih*, ini kalau berkaitan dengan kurikulum yang dipakai di sekolah ini apa pak?”
- KS : “KTSP.”
- R : “KTSP *nggeh* pak *nggeh*, eeee...adapun tujuan yang hendak dicapai dalam pembelajaran secara umum?”
- KS : “Ya..., tujuannya secara umum ya tercakup dalam visi misi kemudian secara khusus untuk bahasa Inggris adalah untuk mengantarkan siswa untuk bisa lulus UNAS karena target dalam kurikulum kan bisa lulus. Sebenarnya lulus itu kan standar minimum, sehingga sebenarnya terget utamanya tidak hanya lulus tapi juga lolos dan juga menguasai pengetahuan sesuai dengan KKM yang ada di sini.”
- R : “Lolos tadi...?”
- KS : “Lolos tadi, itu lolos itu artinya bisa masuk perguruan tinggi.”
- R : “O ya..., *enggih*, kemudian mungkin bisa memanfaatkan kemampuan bahasa yang dia miliki ya pak ya?”
- KS : “Iya, *enggih*....”
- R : “Kemudian menurut Bapak apakah keempat aspek keterampilan berbahasa yang meliputi *listening*, *reading*, *speaking*, dan *writing* telah diajarkan di sini telah diajarkan secara optimal pak?”
- KS : “Kalau dikatakan berusaha optimal sudah, karena fasilitas juga sudah dilengkapi. Kemudian untuk *speaking listening* itu kan sudah ada sudah disediakan *tape recorder*. Mungkin kalau *reading* itu

- dari guru. Setiap guru juga standar minimum pembelajaran sudah dilampaui.”
- R : “Sudah dilampau ya pak ya?”
- KS : “Sehingga dalam pembelajaran Bahasa Inggris ha mungkin untuk sekelas di sini memang telah memenuhi standar.”
- R : “Oke, kalau untuk pencapaiannya Bapak, pencapaian kompetensi siswa?”
- KS : “Nah itu nanti bisa ya dilihat di nilai rapor kalau kompetensi.”
- R : “Di nilai rapor ya pak ya?”
- KS : “Juga di nilai harian. Kompetensi itu kan bisa dicapai per akhir pembelajaran, mungkin guru punya arsip. Terus mungkin per akhir dan tengah semester itu melalui beberapa..., istilahnya ya itu KD, kan kan KD ada evaluasi, beberapa KD dievaluasi lagi pada akhir dan tengah semester. Sehingga untuk pencapaian kompetensi nanti di guru.”
- R : “Di guru ya pak ya?”
- KS : “Iya di guru.”
- R : “Kalau untuk ini pak, fasilitas..., tadi salah satunya *tape recorder* itu ya pak, kalau lab. belum ya pak?”
- KS : “Lab. belum, kalau untuk di kelas itu secara klasikal itu ada.”
- R : “Ada....”
- KS : “Cuman kalau di lab. memang belum ada, kadang dulu itu sering dibagi dua kelompok untuk mengurangi jumlah siswa karena gurunya pembelajaran untuk saat ini *team teaching*.”
- R : “Kalau kegiatan untuk menunjang pencapaian siswa misalnya semacam ekstrakurikuler begitu, apakah ada Bapak?”
- KS : “Ada. Ekstrakurikuler itu biasanya mencakup ada yang kegiatan akademik yang olimpiade ya mungkin seperti bahasa Inggris itu sendiri, *debate*, itu ya kalau bahasa Inggris, itu ada.”
- R : “Iya iya.”
- KS : “Jadi yang olimpiade ada debat ada. Kemudian kalau ekstra bidang olahraga juga ada.”
- R : “Ada juga ya pak ya. Kalau prestasi siswa dalam bidang bahasa Inggris Pak? Kompetisi atau ajang apa gitu misalnya?”
- KS : “Kelihatannya kalau untuk prestasi untuk tingkat kabupaten belum, untuk *debate* itu juga belum.”
- R : “Belum ya pak ya?”
- KS : “Belum..., olimpiade...baru kemarin itu astronomi dan kimia.”
- R : “Kalau bahasa Inggris belum ada ya pak ya?”
- KS : “Belum....”
- R : “Baiklah Bapak, kemudian kita beranjak ke bidang yang lebih khusus yaitu..., karena kemarin dari diskusi dengan bu Ema dan juga bu Panca itu dari keempat aspek bahasa itu yang paling diberi tekanan khusus itu adalah membaca begitu Pak, beliau menengarai hal itu, kalau menurut Bapak sendiri, peranan aspek keterampilan

- membaca bagi pembelajaran bahasa Inggris itu bagaimana menurut Bapak?"
- KS : "Iya, khususnya pembelajaran bahasa mungkin termasuk bahasa Indonesia sebetulnya itu, kelemahan anak sekarang itu kelemahannya kan kurang dalam membaca."
- R : "Kemampuan membaca ya?"
- KS : "Iya kemampuan membaca, kemudian khusus bahasa Inggris membaca bisa tapi belum tentu artinya tahu, ya to? Kemudian setelah tau arti, belum tentu bisa mengetahui maksud dari teks atau bacaan itu. Sehingga dalam pelajaran bahasa Indonesia bahasa Inggris itu kesulitan anak adalah merangkum maksud teks itu untuk menjawab pertanyaan. Kalau bahasa Inggris lebih kompleks, membaca, arti, penguasaan. Itu jadi kan tingkatannya lebih banyak, kemudian dari situ baru bisa njawab. Ya biasanya memang bahasa Inggris yang sangat ditekankan itu ya bisa membaca dan paham maksud dari teks itu. Kelemahannya ya titik beratnya adalah di situ."
- R : "Mungkin Bapak sendiri pernah mengamati tentang kegiatan pembelajaran membaca begitu?"
- KS : "Kalau mengamati langsung..., secara khusus misal satu jam begitu, tidak. Jadi kan diantara tugas kepala sekolah itu kan diantaranya tugas supervisi kelas. Supervisi kelas itu bisa dilakukan di dalam kelas, mendengarkan dari luar. Dengan mendengarkan dari luar kita bisa memperoleh gambaran tentang kegiatan belajar mengajar di kelas. Mungkin kalau di dalam kelas, mungkin yang tidak terbiasa mungkin terganggu, anak-anak yang tidak terbiasa ada PTK. Anak yang sudah sering ada PTK di kelas mungkin tidak masalah, ada guru banyak dan lain sebagainya. Tapi kalau tidak terbiasa kan ada masalah."
- R : "Iya ya pak ya, jadi terganggu."
- KS : "Nah, sehingga supervisi kelas itu tidak harus masuk."
- R : "Kalau dari amatan Bapak itu apakah siswa itu masih mengalami kesulitan pak dalam kegiatan pembelajaran membaca?"
- KS : "Ya kalau kesulitan secara khusus per siswa saya kan tidak mengerti tetapi dilihat dari hasil evaluasi itu rata-rata dari guru menyampaikan siswa ada kesulitan dalam membaca dan memahami teks."
- R : "Termasuk *vocabulary* atau kosakata juga ya pak ya?"
- KS : "Ya.... Ya jadi kompleks. Kalau bahasa Indonesia saja itu kelemahannya juga kesulitan memahami teks, nah berarti kalau bahasa Inggris kan berarti tambah lagi, membacanya sulit, memahami, mengartikan, kan dobel itu."
- R : "Iya iya pak. Kalau Bapak sendiri mengajar apa Pak?"
- KS : "Saya matematika."
- R : "Bapak matematika ya?"
- KS : "*Enggih.*"

- R : “Kalau untuk metode yang diterapkan dalam pembelajaran membaca menurut pengamatan Bapak apakah telah efektif untuk membantu siswa memahami teks bacaan pak?”
- KS : “Ya mungkin guru dalam strategi mengajar dan metode itu sudah disesuaikan. Jadi masing-masing bidang studi itu punya trik-trik khusus. Jadi mungkin bahasa Inggris untuk kegiatan menulis mungkin bisa *outdoor*. Nah kalau saya kan *mathematic*. Pembelajaran *mathematic* kan harus dilakukan dengan kontekstual, kalau mengajar itu tidak harus menggunakan bahasa yang baku sehingga anak paham. Jadi metode dan srategi itu harus disesuaikan dengan kondisi. Jadi tiap guru punya pendekatan sendiri-sendiri, dan setiap KD juga metodenya lain. Cuman secara khusus bahasa Inggris saya kurang memahami, KD apa yang cocok. Kalau *mathematic* saya tahu, KD ini cocoknya pakai metode ini, KD ini pakai pendekatan ini, kalau *mathematic* saya tahu.”
- R : “Iya iya pak. Jadi menurut amatan Bapak selama ini apakah aspek keterampilan membaca siswa di sini perlu untuk ditingkatkan Bapak?”
- KS : “Iya. Itu tidak hanya perlu tapi selalu perlu utnuk ditingkatkan.”
- R : “Selalu perlu ya Bapak ya?”
- KS : “Iya. Karena memang kelemahan anak sekarang itu adalah malas membaca. Mungkin kalau untuk faktor-faktornya kenapa anak malas membaca ya mungkin itu secara umum kalau anak-anak sekarang itu senengnya itu seneng bermain HP.”
- R : “Era digital ya pak ya, era virtual.”
- KS : “Iya, sehingga nanti ke depan kan setiap sekolah wajib membuat aturan di dalam proses pembelajaran, begitu masuk *ndak* boleh menggunakan . Kalau di sini baru setaraf waktu KBM nanti untuk tahun depan Insya Allah begitu masuk tidak boleh menggunakan HP. Karena itu juga menyangkut masalah-masalah sosial.”
- R : “Iya ya pak ya.”
- KS : “Tapi yang paling dirasa sekali anak jadi kurang konsentrasi belajar.”
- R : “Mengurangi konsentrasi belajar ya pak.”
- KS : “Iya....”
- R : “Kalau melihat hal ini, dimana anak sekarang sangat tertarik dengan yang serba digital begitu ya pak ya, apakah kemudian ada kemungkinan untuk malah melihat ini jadi sebuah potensi untuk menarik minat belajar mereka Pak? Mungkin belajar lewat internet begitu?”
- KS : “Ya iya mungkin, mungkin. Di sini kan internet sudah bisa, ada *hot spot*, sehingga anak-anak yang membawa laptop bisa mengakses, kemudian HP itu sebenarnya juga tergantung siswanya, cuma kan kebanyakan HP itu tidak di isi program-program yang...”
- R : “Yang menunjang begitu ya pak?”
- KS : “Nah, iya yang menunjang. Kalau *mathematic* itu sebenarnya ada.”

R : “Ada ya pak ya?”

KS : “MML, Mathematic Mobile Learning.”

R : “O ya ya....”

KS : “Tapi kan cuma belum dimasukkan dalam pembelajaran.”

R : “Belum digalakkan ya pak ya?”

KS : “Iya, mungkin bahasa Inggris bisa juga kan diprogramkan.”

R : “*Enggih* pak.”

KS : “Nhaa mungkin nanti mbaknya nanti bisa mensosialisasikan ke siswa HP di isi program itu. Tapi ya itu tadi, tapi anak-anak disuruh belajar lewat HP ya mesti malas.”

R : “Iya ya pak ya, banyak faktor dan kendala ya pak ya. Jadi menurut Bapak, solusi yang bisa diterapkan untuk mengatasi rendahnya pemahan membaca siswa itu apa Pak?”

KS : “Ya, membaca bisa dijadikan suatu budaya. Nah itu pertama memang siswa itu harus ada sedikit penekanan.”

R : “Penekanan?”

KS : “Ya *rodo kasare* sedikit pemaksaan, harus membaca. Karena siswa kan belum..., istilahnya tertarik, belum terbiasa membaca.”

R : “Jadi perlu sedikit paksaan ya pak ya?”

KS : “Karena kalau anak pandai kan mereka lebih cepat tanggap, kalau anak yang kurang itu kan harus sedikit dipaksa, sehingga nanti kalau sudah dipaksa lama-lama akan senang. Kalau falsafah Jawa dalam belajar itu kan perlu anu mbak, perlu sehat utuh.”

R : “Sehat? Utuh?”

KS : “Sehat itu kan sehat jasmani raga, mungkin rata-rata anak sekarang sudah sehat, melebihi. Ya to sehatnya melebihi? Cuman sekarang yang lemah adalah kesehatan rohani sehingga anak-anak kan nalarnya lemah, sehingga kalau nalarnya lemah itu untuk mencapai cita-cita ke depan itu kan, *gur pinter tok ning ra ngerti arep dinggo apa*. Karena nalarnya nggak *kebek*. Buntu karena tertutup oleh kesenangan sesaat. Kalau nalarnya sehat kan bisa berpikir, saya harus belajar karena begini begini begini.”

R : “O jadi begitu ya pak ya, wah Bapak sangat filosofis sekali ya pak ya.”

KS : “Ya itu ya nasehatnya orang Jawa.”

R : “Ya jadi dalam pembelajaran perlu ada pelibatan *rasa* dan olah nalar begitu ya pak ya?”

KS : “Iya, maka pembelajaran menurut Ki Hajar sudah tau kan? *Ing ngarsa sung tuladha* dan seterusnya. Yang disayangkan ya itu, filsafat Jawa itu kadang diterjemahkan salah, mungkin kalau mbake pernah membaca, *alon-alon waton kelakon*. Anak-anak sekarang kan *ndak* tahu. Yang diterjemahkan oleh anak sekarang itu, *nek wong Jawa nek ngapa-ngapa ker*i.”

R : “Santai gitu ya...?”

KS : “Padahal tidak.”

R : “Tidak ya pak ya?”

KS : “Jadi sebenarnya tidak. Yang namanya *alon-alon waton kelakon itu*, target orang tua jaman dulu itu targetnya apa.”

R : “*Alon-alon waton kelakon...?*”

KS : “Iya.”

R : “*Waton* itu kan kalau tidak salah ada dua makna ya pak ya? *Waton* itu ada yang bermakna sembarangan dan ada yang bermakna ee....prinsip gitu ya pak ya? *Waton*.”

KS : “*Waton* itu..., nha kalau dalam pemaknaan, *waton* itu dari kata *wewaton*, aturan.”

R : “Aturan begitu ya pak ya?”

KS : “*Ning nek waton* asal, asal-asalan itu beda mbak. Sekarang anak-anak itu menerjemahkan *waton* itu asal.”

R : “O jadi *waton* di situ sebenarnya bukan berarti asal?”

KS : “Iya.... Iya..., nganggo aturan. Jadi kalau *alon-alon waton kelakon*, lha itu terjemahan sebenarnya *waton kelakon*, *kelakonnya* itu. Misalnya saya itu rumahnya jauh, targetnya saya harus datang di sini jam tujuh, target. Maka *ben alon-alon* kan datangnya 6 kurang 15 menit dari rumah.”

R : “O iya iya iya.”

KS : “Nah, targetnya besok lulus dengan nilai tujuh, itu *kelakonnya*. Nah *ben ndak kesusu*, dipersiapkan belajar sebelumnya.”

R : “*Planningnya* begitu ya pak ya?”

KS : “Iya. Ditekankan oleh orang tua dulu itu kan hati-hati, jangan *grusa-grusu*. Karena filsafat orang Jawa dulu itu kan dekat sekali dengan filsafat Islam. Kan tidak boleh *grusa-grusu*, orang yang tergesa-gesa kan dimakan setan.”

R : “Iya iya pak.”

KS : “*Trus mangan ra mangan sing penting ngumpul* itu. Nha pemahamannya anak sekarang kan beda, nhaa dibalik kan sekarang? *Ngumpul ra ngumpul sing penting mangan*. Sehingga apa yang terjadi? *Dho rebutan*.”

R : “*Dho rayahan*.”

KS : “*Mangan ra mangan sing penting ngumpul* filsafatnya orang dulu itu, yang penting *rasane* itu dekat. Nha *mangan ra mangan, senajan rekasa, ning nek iso* persatuan saudara itu harus tetap dijaga.”

R : “*Mboten caplok-caplokan* gitu ya pak ya?”

KS : “Iya, bukan terus berkumpul dalam bentuk *jagongan* begitu tidaak.”

R : “Kalau *nrima ing pandum* itu Pak?”

KS : “Nha *nrima ing pandum* itu juga gini..., pengamalannya dekat dengan *qodho* dan *qodar*. Orang itu mengatakan sesuatu itu *pepesthen* itu kan setelah ikhtiar. Nah *nrima ing pandum* dalam saat ini dikatakan bahwa *wong Jawa itu nrima* atau *kalahan* gitu tidak.”

- R : “Bukan menerima tanpa *struggle* gitu ya pak ya? Tanpa ada ikhtiar.”
- KS : “Iya. Itu kalau Islam itu qona’ah. Jadi setelah usaha maksimal, akhirnya terjadi seperti ini, ya sudah itu *pepesthen*. Tapi bukan *ateges ora ngapa-ngapa* ya. *Wayahé sugih rak sugih*, itu tidak bisa.”
- R : “Misalnya seperti kisah itu ya pak ya parkir sepeda di depan masjid tapi tidak dikunci, dia sudah percaya bahwa wah tidak akan hilang. Tapi ternyata hilang.”
- KS : “Nah itu namanya pasrah yang salah. Istilahnya qona’ah yang salah pasrah yang salah wong belum ikhtiar optimal kok. *Ning nek wis sinau, kok ndelalahe urung isa*, maka dalam qodo dan qodar o... memang nasib saya seperti ini. Dalam istilah Jawanya *nrima ing pandum*. *Ora kudu memaksakan kehendak*, wong Jawa itu tidak memaksakan kehendak itu *nrima ing pandum*. Kalau tidak *nrima* kan mesti memaksakan. *Nek* ada yang tidak cocok kan mesti harus. Nah *nek* orang Jawa kan makanya diajak demo gitu kan kebanyakan nggak mau. Karena memaksakan kehendak itu bukan sifat orang Jawa. *Nrima ing pandum...*, tapi bukan berarti *njuk apa-apa ngalah* itu tidak.”
- R : “Kalau konsep *sumeleh* itu Pak, wah saya malah jadi ngobrol banyak ini.”
- KS : “*Sumeleh* itu juga hampir sama dengan *nrima ing pandum*. *Sumeleh kersaning Allah to*, ya *nrima ing pandum* itu. Itu bisa dikatakan sabar menerima keadaan.”
- R : “Kadang itu malah terjebak menjadi *kesumelehen* gitu lho pak.”
- KS : “*Sumeleh* itu sabar, yang namanya orang sabar itu gimana? Salah satunya yang nanti masuk surga kan diantaranya orang sabar. Orang yang beruntung itu kan orang yang bisa menahan. Nah kalau kita bisa menahan InsyaAllah pada suatu saat kita akan mengucapkan hamdallah. Alhamdulillah pada waktu saya terjadi ini, saya tobat, saya tidak mau melakukan hal yang tidak baik sehingga saya bisa mengucap Alhamdulillah. Tapi bagi orang yang tidak mau menahan untuk saat ini, memaksakan kehendak, itu kan besok akan mengucap Innalillah. Jadi sebenarnya kalau tobat, menerima keadaan yang terjadi, trus nanti evaluasi untuk menuju ke arah yang lebih baik itu kan.”
- R : “Baiklah pak, wah banyak sekali ya. Mungkin kalau bisa saya rangkum dikaitkan dengan kegiatan pembelajaran....”
- KS : “Iya....”
- R : “Kita perlu menyertakan aspek *rasa* dan juga nalar....”
- KS : “Iya bener....”
- R : “Mungkin nanti bisa kita turunkan dalam kegiatan pembelajaran ya pak ya, mungkin nanti kita pakai *proverb says* kata-kata bijak misalnya nanti kita berikan sebelum pelajaran misalnya.”

- KS : “Nah, iya.... Mungkin ungkapan-ungkapan Jawa kemudian
dibahasa Inggris.”
- R : “Iya ya pak ya. Jadi tidak harus mengambil peribahasa yang asli
bahasa Inggris gitu ya pak ya?”
- KS : “*Ndak* usah, *ndak* usah, itu kan juga orang to? Nah, itu dia
mengapa bisa kok kita tidak bisa.”
- R : “Iya ya pak ya. Kenapa tidak ya, kita pakai ungkapan yang ada di
kultur kita.”
- KS : “Yang istilah Jawa kemudian di Inggris kan itu lebih bagus.”
- R : “Baik Bapak, wah banyak sekali yang saya dapatkan dari
wawancara dengan Bapak ini, semoga nanti bisa ditransformasikan
dalam pelaksanaan pembelajaran di kelas nanti seperti apa begitu
ya pak ya. Terimakasih banyak ya Bapak.”
- KS : “Iya mbak, semoga sukses.”

Interview 3

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: semantic webbing.

- R : “Dik masih inget nggak pelajaran kemarin.”
- S : “Iya he em....”
- R : “Menurut dik Nurina kegiatan seperti itu menarik nggak?”
- S : “Menariiiiik...,tapi aku kesulitan kosakatanya, aku nggak tau
kosakatanya. Aku ada ide tapi ga tau kata bahasa Inggrisnya.”
- R : “Menurut adik lebih enak mana, disuruh langsung membaca teks atau
diawali dengan kegiatan seperti kemarin saat adik diminta menulis
hal-hal yang berkaitan dengan topik? Adik lebih bisa memahami yang
mana?”
- S : “Ya yang nulis dluuu lahhh....”
- R : “Kok bisa, kenapa hayo?”
- S : “Hahaha. *Opo yo soale ki teks ki kakean kata-kata le ra tak
mengerteni.*”
- R : “Membantu pemahaman kamu nggak?”
- S : “He em.... Soale aku kan *memeng mbak nek kon moco, jujur, opo
menek nek teks bahasa Inggris kan dowo-dowo,gek akeh to, opo
menek bahasane ra tak mengerteni, marakke aku ngantuk mbak. Ya
sudaahhh.*
- R : “Tau nggak sih kamu tuh tak *fotoni* lho kalau pas ngantuk di kelas.”
- S : “Aaaa *mbake ki nakal. Lha aku nek kon moco ko ngene ki to memeng
mbak sakjane, dadi nek ana pertanyaan ngene mending dibaca
pertanyaannya dulu, baru dicari di teks. Pokoke sing bahasane le tak
mengerteni aku memeng mbak.*”
- R : “Lha kamu bawa kamus nggak e dik?”

S : "Enggak."
 R : "Walah."
 S : "Hahahaha."
 R : "Oke kamu coba ya, emm misalnya kata...mangga apa coba hal-hal yang berhubungan dengan mangga?"
 S : "*Yellow, sweet*, apalagi ya...."
 R : "Bahasa Indonesia nggak papa."
 S : "Ituh..., punya *pelok*, terus tuh bisa dibuat..., apa tuh yang manis tuh...."
 R : "Manisan?"
 S : "Bukaaaan. Aaaaa. apa ya, ya itu nggak tau namanya ya pokoknya itu. Bisa dibuat minuman...."
 R : "Jenis-jenis mangga mungkin...?"
 S : "Mangga arumanis, manalagi, teruuuus apa ya, lupa."
 R : "Oke, sekarang Australiaa!"
 S : "Emm kangguru."
 R : "He em."
 S : "Teruus..., negaranya tuh kecil, terus ibukota Australia tuh apa ya."
 R : "Kan banyak negara bagiannya ya."
 S : "Iya, terus iklimnya apa ya, dingin?"
 R : "Empat musim."
 S : "O iya. Terus apalagi mbak?"
 R : "Aborigin...."
 S : "Sukunya aborigin, terus senjatanya tuh bumerang."
 R : "Nah *gene* kamu bisa. Nah tuh bisa *to* kamu *to*."
 S : "Iya sih..., tapi kan pake bahasa Indonesia."
 R : "Kalau diucapin sama ditulis seneng mana?"
 S : "Diucapin...."
 R : "Kenapa?"
 S : "*Nek* ditulis tuh, apa ya mbak, istilahnya tuh nggak langsung...."
 R : "Nggak langsung ngalir?"
 S : "*Ho oh, nek ngomong kan langsung bla bla bla, ora selak lali*."
 R : "Oke oke, berarti kendalanya di bahasa Inggrisnya ya. Berarti besok pake bahasa Indonesia? Hahahaha."
 S : "*Yo* jangannn, ntar aku *rak* meningkat-meningkat."
 R : "O pengen meningkat *to*? Hehehehe."
 S : "*Yo iyolaaaaaaah*, huhhhhh."
 R : "Hehehehe. Oke oke. Makasih ya. Assalamua'alaikum."
 S : "Wa'alaikumsalam...."
 R : "Tadi Spider Web nya dari pemikiranmu sendiri, Dik?"
 S : "Iya Mbak, tapi ada yang liat punya Fatma dikit, hahaha."

Interview 4

Tanggal 31 Maret 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing, DR-TA

- R : “Dik Fatma inget nggak pelajaran yang kemarin? Waktu itu adik mengalami kesulitan nggak?”
- S : “He emh....”
- R : “Apa dik hambatanmu?”
- S : “Masih takut untuk menebak mbak....”
- R : “Menurut kamu kegiatan menebak-nebak gitu mengasyikkan atau menyebalkan *to* dik?”
- S : “Mengasyikkan kok....”
- R : “Mengasyikkan ya? Kamu suka menebak-nebak gitu ya?”
- S : “Sukak!”
- R : “Menurut kamu dengan menebak-nebak tuh kamu dapat manfaat apa?”
- S : “Jadi lebih paham alur cerita, lebih inget.”
- R : “Kalau untuk membuat buletan-buletan dan diisi hal-hal yang berkaitan dengan topik gitu menurut adik gimana?”
- S : “Belum *pati* tertarik, ya tapi mungkin kalau dicoba terus ya mungkin tertarik.”
- R : “Kemarin kita baru coba sedikit ya belum banyak ya?”
- S : “He emh....”
- R : “Tapi kamu bisa nggak mengeluarkan apa aja pengetahuan yang udah kamu punya, tentang sebuah topik terus dituangkan dalam jaring-jaring yang kayak kemarin gitu bisa nggak dik?”
- S : “Bisa mbak, dikit-dikit.”
- R : “Kalau diminta baca teks tapi langsung dikasih teks utuh *mak jeder* gitu, sama sebelum baca teks diminta menulis jaring-jaring topik yang kayak kemarin itu lebih suka yang mana?”
- S : “Suka yang kayak gitu tadi dibuat jaring-jaring dulu.”
- R : “Soale kenapa?”
- S : “Apa ya...kalau teks langsung tuh kayaknya gimana gitu lho...untuk memahaminya tuh males gitu....”
- R : “Males ya?”
- S : “He emh, udah males duluan....”
- R : “Untuk pelajaran selanjutnya kamu inginnya kamu kegiatannya yang kayak gimana?”
- S : “Yang kayak gitu juga ga papa, biar mengasyikkan lagi mbak, yang *game-game* nebak-nebak....”
- R : “Menurutmu susah nggak Dik teksnya?”
- S : “Iya e, Mbak. Aku tuh kalau baca teks yang terlalu susah gitu sering-seringnya nggak mudheng e, Mbak.”

Interview 5

Tanggal 31 Maret 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing

- R : “Dik Rifqi ya?”
S : “He em....”
R : “Dik masih inget nggak pelajaran yang minggu lalu, apa hayo?”
S : “Sik..., minggu lalu..., kalau sama bu panca itu *narrative*...terus *sakdurunge* itu mbahas *cheetah*.”
R : “Sama? Sama monyet itu ya...?”
S : “Iya sama monyet, nguk nguk nguk nguk itu....”
R : “O masih ingat berarti.”
S : “O, masih masih masih.”
R : “Kita membuat apa itu dik waktu itu?”
S : “Kita mbikin buletan terus kita melakukan identifikasi *description* dari *cheetah* itu bagaimana, *monkey* itu bagaimana.”
R : “Kamu kesulitan nggak?”
S : “E..e..enggak mbak.”
R : “Kamu seneng nggak?”
S : “Seneng mbak.”
R : “Jadi tadi kamu mbikin Spider Web nya nyontek punya temen sebangkumu he em Dik?”
S : “He emh, dikit. Hehehehe. Punyaku nggak mutu banget e, Mbak.”)

Interview 6

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

- R : “Maaf selamat siang, boleh aku ngganggu waktunya sebentar, boleh ya...?”
S : “Boleh....”
R : “Saya mau wawancara, mau tanya ke dik Ihsan, gimana menurut dik Ihsan kegiatan pembelajaran yang tadi?”
S : “*Nganu* mbak, keren! Kalau pakai kayak film gitu malah lebih gimana ya, lebih mudah lah mencernanya, kalau aku lho....”
R : “He emh, terus tebakkan kamu gimana tadi?”
S : “Tebakannya ya..., imbang lah....”
R : “Imbang ya? So so...? Jadi menyenangkan menurut kamu?”
S : “Iya, malah menyenangkan kalau film kayak gitu, tapi jangan terlalu sering mbak, kalau keseringan nanti belajarnya malah nggak masuk-masuk nanti mbak.”

R : “Oke, jadi film tadi sebagai media kamu untuk membantu memahami teks, tapi selebihnya teks tetap jadi fokusnya ya.... Oke, tadi kamu kesulitan nggak sih mengikuti kegiatan pembelajarannya?”

S : “Nggak, nggak terlalu.”

R : “Berarti adik belum mengalami kesulitan ya?”

S : “Tidak mbak, tidak akan. Hehehehe...”

R : “He emh, bener, bener, tidak akan ya dik ya. Tadi kan kegiatan kita menebak-nebak gitu ya, kamu seneng nggak sih menebak nebak gitu?”

S : “Ya seneng mbak.”

R : “Kalau tebakannya pas meleset gimana?”

S : “Emmm, ya....”

R : “Kecewa?”

S : “Ya nggak sih, malah buat acuan untuk yang tebakkan selanjutnya biar gak salah gitu mbak.”

R : “Menurut kamu sendiri, hari ini kamu semangat mengikuti kegiatan pembelajaran nggak?”

S : “Aku si ngrasanya hari ini aku semangat, Mbak.”

R : “Saat nebak gitu takut salah nggak, Dik?”

S : “Nggak, Mbak.”

R : “Jadi kamu PD aja gitu ya sama tebakkan kamu?”

S : “He em Mbak, teko PD aja.”

R : “Tadi kan skor nebak-nebaknya nggak dimasukin ke nilai, kamu tetep semangat nggak?”

S : “Tetep semangat tuh, Mbak.”

R : “Kenapa Dik?”

S : “Yo karena opo yo, soalnya tadi aku nebaknya kan yang awal-awal tu nggak akurat, aku pengen bisa yang terusannya.”

R : “Kalau tebakkanmu salah dan sudah tau jawaban yang benarnya, kamu jadi lebih paham jalannya cerita nggak?”

S : “Iya mbak, dari yang tebakkan salah tadi *mah* jadi inget jalan ceritanya mbak sama lebih paham.”

R : “Oke baiklah, *thank you* ya....”

Interview 7

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : “Dik Habib gimana tadi kegiatan pembelajarannya?”

S : “Asik, tapi agak sedikit bingung gitu lho.”

R : “Bingungnya di sebelah mana?”

S : “Saat menebak-nebak mbak....”

R : “Suka menebak-nebak nggak sih dik?”

S : "Hm?"
R : "Suka menebak-nebak jalannya cerita gitu nggak dik?"
S : "Seneng....seneng."
R : "Tebakanmu gimana tadi?"
S : "Meleset semua...."
R : "Iya *po*?"
S : "*Ho oh*..., lha ini (menunjukkan lembar kerja).
R : "Wah iya ya..., tapi dari melesetnya tebakanmu itu tadi, kamu dapat sesuatu nggak?"
S : "Ya iya, jadi tambah semangat."
R : "Semangat gimana dik?"
S : "Semangat untuk lebih teliti lagi memahami."
R : "Kamu jadi ngrasa males mbaca nggak Dik karena teks nya sulit?"
S : "Nggak si, Mbak. Malah menikmati, Mbak. Seru soalnya Mbak nebak-nebak. Aku semangat buat tau akhir ceritanya gimana."
R : "Suka berimajinasi atau ngarang-ngarang cerita gitu nggak?"
S : "Suka..., apalagi kalau kartun atau animasi itu lho."
R : "Kartun dan animasi ya.... Oke, ya mungkin adik lebih "nakal" untuk berimajinasi aja ya besok lagi ya, jangan takut untuk menebak berdasarkan pengalaman dan data yang kamu punya."
S : "Oke oke mbak."
R : "Untuk kegiatan mendatang saran dari dik Habib apa?"
S : "Sarannya apa ya, diputerin video lagi, apalagi kalau videonya yang lucu-lucu gitu...."
R : "Ooo, video yang lucu.... oke, oke oke. *Thank you* ya dik ya...."

Interview 8

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : "Namanya siapa dik?"
S : "Hendra Kusuma Wijaya."
R : "Hendra Kusuma Wijaya ya.... Dik Hendra gimana menurut adik tadi kegiatan pembelajarannya?"
S : "Asyik menyenangkan."
R : "Tadi adik bingung nggak? Mengalami kesulitan nggak?"
S : "Ya, pertama-tama itu bingung tapi makin lama makin jelas."
R : "Makin jelas, disuruh ngapain gitu ya...?"
S : "Iya...."
R : "Terus kamu tadi setiap kali disuruh nebak kamu nebak nggak, atau ada yang kamu nggak nebak?"
S : "Nebak."
R : "Nebak semuanya ya. Tebakanmu gimana tadi tebakmu?"

S : "Ya pertama-tama tuh ada yang salah-salah tapi yang terakhir-terakhir itu betul."

R : "Kalau pas tebakannya salah gimana Dik perasaanmu?"

S : "Jadi penasaran aku Mbak sama jalan ceritanya."

R : "Oke, kalau menurutmu nebak-nebak kayak gitu tuh asik nggak dik?"

S : "Asik."

R : "Asik?"

S : "Ya."

R : "Terus...?"

S : "Menantang."

R : "Menantang? Oke..., kalau untuk besok-besok pengennya kegiatannya yang kayak gimana menurut adik?"

S : "Ya, ya...diselingi pelajaran dan video kayak gini."

R : "Jadi selang seling ya antara pelajaran dan video kayak gini.... Oke deh, kayaknya itu dulu dik.... Makasih ya...."

S : "Iya mbak...."

Interview 9

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : "*Namanya siapa dik?*"

S : "*Nasir.*"

R : "*Nasir siapa dik?*"

S : "*Muhammad Nasir.*"

R : "*O Muhammad Nasir. What do you think about our class?*"

S : "*Today is very interesting I think, you know, it's because you give me video that I think very good for me.*"

R : "*Did you find any difficulties?*"

S : "*Yes..., eh no no no....*"

R : "*Do you like guessing?*"

S : "*What, what is it?*"

R : "*Menebak-nebak. Do you like it?*"

S : "*Do you like it.*"

R : "*Do you like it?*"

S : "*Hehehe, I like it.*"

R : "*Okay, and how about your guess?*"

S : "*Almost 70 percent accurate.*"

R : "*And any suggestion for the next lesson?*"

S : "*More video....*"

R : "*More text?*"

S : "*No no no.... Hahaha.*"

R : "*Okay, thank you.*"

Interview 10

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

- R : “Dik selamat pagi, namanya siapa?”
S : “Ulfa. Ulfatun Hasanah.”
R : “O Ulfa.... eMbak nganggu waktunya sebentar ya? eMbak mau nanya tentang kegiatan pembelajaran tadi, menurut adik gimana tadi?”
S : “Ya asyik menyenangkan sih....”
R : “*Menyenangkane* karena apa dik?”
S : “Ya soalnya karena ya menarik aja gitu lho. Kan tadi disuruh memprediksi, terus kadang-kadang salah kadang-kadang bener. *Pokoke* asyik seru. Jadi kita tuh jadi menduga-duga bener apa salah gitu.”
R : “Tadi mengalami kesulitan nggak dik?”
S : “Ya iya sih..., mengalami.”
R : “Apa itu kesulitannya?”
S : “Kan kadang-kadang nggak jelas *to* tadi gambarnya, jadi sulit untuk memprediksi nanti selanjutnya apa gitu.”
R : “Kalau instruksinya jelas nggak tadi? *Mudeng* nggak tadi?”
S : “Jelaaas. Tapi awalnya agak bingung, tapi *akhire* terus enggak. Akhirnya mulai bisa....”
R : “Kamu tadi nebak semuanya nggak dik? Tadi untuk yang awal-awal itu memang agak ketinggalan ya.... Terus kamu nggak nebak?”
S : “He eh....”
R : “Terus yang belakang kamu nebak?”
S : “He eh....”
R : “Seneng nggak sih nebak-nebak gitu?”
S : “Ya seneng juga sih....”
R : “Terus tebakanmu gimana tadi, akurat atau tidak?”
S : “Ya..., ya *pokoke* gitu..., ada yang salah ada yang enggak.”
R : “Oke, terus kalau pas prediksimu salah gitu kamu *terus piye*? Jadi takut nebak atau gimana?”
S : “Ya, ya malah ketawa aja. Hahahaha *masalahe kan salah....*”
R : “Akhirnya untuk tebakan selanjutnya..., kamu?”
S : “Ya nyoba untuk bisa gitu..nyoba untuk *piye* ya....”
R : “Kamu kalau nebak gitu berdasarkan apa *to* dik, kok kamu bisa nebak ini habis ini bakalan kayak gini misalnya. Kamu acuan buat *mrediksi* itu apa?”
S : “Ya..., yaa itu peristiwa sebelum. Kan tadi itu apa, tadi itu kan naga itu, kayaknya nggak mungkin mbunuh gito *to* kayaknya *awale*, kaget, terus nggak mungkin kalau dibunuh, terus aku *nebake* ya itu nglepas talinya itu....”
R : “Jadi kamu *nebake* dari peristiwa-peristiwa sebelumnya?”
S : “He em....”

R : “Walaupun kamu sebelumnya salah nebak tapi nanti kamu kan dapat info-info lagi ya terus nanti kamu gunakan untuk bahan menebak lagi gitu ya?”

S : “Iya iya mbak....”

R : “Saat nebak gitu takut salah nggak, Dik?”

S : “Nggak, Mbak.”

R : “Oke, untuk selanjutnya kamu pengennya pelajarannya kayak gimana?”

S : “Kayak gini aja.”

R : “Kayak gini tuh gimana?”

S : “Kayak gimana ya....”

R : “Kayak aku? He he....”

S : “Hahahahaha....”

R : “Kamu kalau disuruh nebak dan tebakamu diminta pakai bahasa Inggris gitu bisa nggak?”

S : “Kesulitan, lebih enakunya pakai bahasa Indonesia soalnya kesulitan nyari kata-katanya.”

R : “Okelah kalau begitu, makasih ya.”

S : “*Enjiih....*”

Interview 11

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : “Selamat pagi....”

S : “Selamat siang....hehe”

R : “*Wah ndagel.*”

S : “Hehehehehe.”

R : “Namanya siapa dik?”

S : “May Laksmi mbak.”

R : “Maaf ya ngganggu waktunya sebentar, mau nanya menurut *cah ayune* tadi gimana pelajarannya?”

S : “Hah?”

R : “Maksudnya pelajaran bahasa Inggris yang tadi kita alami.”

S : “Bagus mbak. Sip.”

R : “Maksudnya sip gimana dik?”

S : “Ya...cara penyampaian materinya itu sip, nggak mbosenin. Kan biasanya kalau pelajaran kan guru kan paling hanya dengan *menerangke-nerangke*, kalau ini kan ada selingannya dengan film, sip.”

R : “Terus kalau bu Panca, beda nggak dari bu Panca yang biasanya? Mengalami perubahan nggak?”

S : “Jadi lebih enak, jadi seru. *Maksute* ada cara lain buat penyampaian materi gitu.”

R : “Tadi kamu mengalami kesulitan nggak mengikuti kegiatan pembelajaran yang hari ini?”

S : “Kalau aku sendiri sih itu mbak, *kosakatane*. *Kosakatane* mbak yang sulit.”

R : “*Maksute* kosakata yang mana *to* dik?”

S : “Kalau *nek aku i*, kosakata kalau *nek ngomong gurune i lho nek sok ngomong*.”

R : “O perintahnya gurunya?”

S : “He e.., kadang-kadang *ora ngerti*. Kan kalau kelas sebelas kan dominan harus pakai bahasa Inggris *to*, nah...jadinya itu susah memahami *kata-katane*, *vocabularynya* kurang *nek* aku mbak.”

R : “Kalau untuk kegiatan memperediksi kamu mengalami kesulitan nggak?”

S : “Enggak.”

R : “Seneng nggak?”

S : “Seneng....”

R : “Tadi prediksimu bener nggak?”

S : “*Sing betul siji mbak, eh loro...he em*, yang bener dua *sing salah uakeh....*”

R : “Kamu kok bisa salah ini kenapa dik menurut kamu?”

S : “Kok bisa salah...? Eemm....”

R : “Kamu bisa membuat prediksi ini dari mana?”

S : “*Feeling*.”

R : “Terus...?”

S : “*Seko tingkah lakune mbak...*, dari perilaku pelaku film, kegiatannya...*terus kiro-kiro...*, *wangune*, bagusya tuh gimana....”

R : “Kalau dari peristiwa peristiwa sebelumnya gitu membantu memprediksi nggak?”

S : “Maksudnya gimana mbak?”

R : “Mmm, misalnya ada peristiwa 1, terus peristiwa 2, peristiwa 3, nah dari situ kemudian membantumu memperediksi peristiwa selanjutnya nggak?”

S : “*Yo ho oh lah....* Dari kejadian-kejadian sebelumnya itu mbak..., *nek aku tangi turu ki biasane aku langsung nggoleki hape mbak aku*. Hahahahaha.”

R : “*Wah nek aku langsung nggujengi tali timbo yo....*”

S : “*Hahahaha, wua aneh, nek kuwi daerahe bedo....*”

R : “Menurutmu kegiatan pembelajaran selanjutnya dibuat seperti apa dik?”

S : “*Yo, mending koyo iki mau mbak*, pake LCD pake video, terus kegiatan yang memprediksi-memprediksi itu kan bikin mengingat memori mbak, jadi ingat jalan ceritanya gimana.”

R : “Kamu kalau disuruh menceritakan urutan kejadiannya gimana masih bisa *po*?”

S : “*Insy Allah....*”

R : “Menurut kamu kegiatan tadi ada manfaatnya nggak?”

S : “Yo ada lah mbak.”

R : “Apa manfaat yang kamu rasakan?”

S : “Apa ya..., emmm, emmm, *opo yo*, melatih *feeling* tentang jalan cerita, terus ya itu tadi melatih memori.”
 R : “Trus ada lagi nggak dek?”
 S : “Emm, sama itu mbak kalau ini kan *karo berpikir*.”
 R : “O, maksudnya membuat kamu jadi berpikir gitu dek?”
 S : “He em mbak melatih berpikir.... Kalau dibikin tebakkan gini aku kan jadi mau nggak mau harus berpikir mbak. Haha....”

Interview 12

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : “Dik, *sorry* ya eMbak ngganggu sebentar.... Adik namanya siapa?”
 S : “Agni.”
 R : “Dik Agni? Adik, menurutmu gimana pelajaran hari ini?”
 S : “*Pelajarane* ya menyenangkan mbak, nonton-nonton film gitu, enak...terus...ya *seneng wae....*”
 R : “Kamu mengalami kesulitan nggak?”
 S : “Ya..., *yo nek* pelajaran bahasa Inggris itu pasti kesulitannya *yo* itu mbak kalau mau njawab-njawab gitu bahasa Inggrisnya kan susah, nggak tau artinya.”
 R : “Tapi tadi kamu bisa nebak-nebak?”
 S : “Ya bisa mbak....”
 R : “*Nek* nebak biasanya dari mana dasarnya untuk menebak?”
 S : “Ya *feeling, feeling* aja.”
 R : “Kalau dari ekspresi mungkin?”
 S : “Iya, iya....”
 R : “Kamu *tebakane* gimana tadi, banyak yang bener apa nggak?”
 S : “*Yo....*sebagian bener sebagian salah mbak....”
 R : “Lha kalau pas salah gimana? Nggak papa?”
 S : “Ya nggak papa mbak, *nyantai wae....*”
 R : “Adik seneng nggak sih nebak-nebak gitu?”
 R : “Adik tadi bisa nggak memahami instruksi dari ibunya?”
 S : “*Yo, yo* bisa sih....”
 R : “Kalau untuk nebak, Adik takut salah nggak?”

Interview 13

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

- R : “Boleh tanya-tanya Dik?”
S : “Pake bahasa apa mbak? Bahasa Indonesia kan?”
R : “Hehe bahasa Jawa dik, hehe.... Iya dik pakai bahasa Indonesia kok dik.”
R : “Namanya siapa dik?”
S : “Jesica.”
R : “Dik Jesica, eMbak mau tanya, kan tadi kita udah melakukan kegiatan pembelajaran, menurut adik kegiatannya gimana?”
S : “Menyenangkan, tapi agak susah kalau memprediksinya pake bahasa Inggris mbak.”
R : “Tadi adik nebak nggak? Semuanya ditebak atau ada yang tidak ditebak?”
S : “Semuanya ditebak mbak.”
R : “Akurat nggak tebakamu?”
S : “Ada yang akurat ada yang enggak, hehe.”
R : “Nggak akurat biasanya karena apa dik?”
S : “Kadang kan itu *to* mbak gambarnya, nggak jelas gambarnya.”
R : “Kamu kalau untuk nebak, biasanya dasarnya apa?”
S : “Ya dari filmnya mbak, dari gambarnya, ntar kira-kira ini, kira-kira itu. Kan tergantung kebiasaan gitu lho mbak.”
R : “Adik seneng nggak nebak-nebak?”
S : “Ya seneng mbak dikit-dikit.”
R : “Masih dikit-dikit ya, kenapa itu dik?”
S : “Soalnya masih agak bingung gitu lho mbak, bingung nanti terusan ceritanya gimana.”
R : “Kalau untuk nebak adik takut salah nggak?”
S : “Oo enggak mbak, nggak takut salah....”
R : “Nggak takut salah ya. Jadi bebas aja ya.... Apakah dengan nebak-nebak adik ngerasa lebih inget dengan jalan cerita?”
S : “Iya mbak, aku ngerasa lebih inget. Entar kan ini nih gini, terus gini, jadinya ntar malah lebih inget mbak.”
R : “Kalau salah tuh, misalnya kamu nebak terus salah gitu malah jadi inget nggak?”
S : “Iya mbak malah jadi inget daripada langsung lihat secara keseluruhan lebih ingetan nebak-nebak.”
R : “Untuk instruksi dari guru tadi jelas nggak dik, bisa dipahami nggak?”
S : “Ya bisa...tapi kadang-kadang enggak.”
R : “Kadang-kadang enggak ya... Untuk pembelajaran selanjutnya ada saran nggak dik?”
S : “Emm, gimana ya, kadang-kadang pake bahasa Indonesia kadang-kadang pake bahasa Inggris gitu lho. Kan gurunya kebanyakan pake

- bahasa Inggris semua *to* mbak *to*. jadi agak-agak nggak *dhong* tuh lho mbak. Hehehehe.”
- R : “O maksudnya gurunya sebaiknya pake bahasa campuran aja gitu dik?”
- S : “Iya mbak, soalnya kan beda gitu lho mbak, dulu pas waktu kelas satu kan banyaknya pake bahasa indonesia *nek* sekarang kan kebanyakan pake bahasa inggris semua gitu lho mbak....”
- R : “Kalau gurunya tanya pake bahasa Inggris kamu tuh merasa harus menjawab pake bahasa Inggris gitu *po*?”
- S : “Iya mbak, nah itu masalahnya kadang kan nggak bisa mbak.”
- R : “Ya nggak papa dik yang penting ngomong, misal nggak tau bahasa Inggrisnya tetep ngomong aja dik. Soalnya saya amati kok kelasnya sepi banget, nggak sahut menyahut, apa mengomentari atau ngasih pendapat, gitu. Kalau pelajaran lain pada berani ngomong nggak dik?”
- S : “Iya mbak, kan bahasanya bahasa Indonesia. *Nek* pake bahasa Inggris tuh misalnya seharusnya lucu gitu *mah* jadi nggak bisa ngomentari, *mah* diem aja.”
- R : “Ada saran nggak dik untuk kegiatan pembelajaran selanjutnya?”
- S : “Ya itu mbak, biar kita bisa langsung komentar tanpa bingung dulu ngrangkai-ngrangkai kata gitu mbak.”
- R : “O gitu ya, oke, *thank you*....”

Interview 14

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

- R : “Namanya adik siapa?”
- S : “Ninda.”
- R : “Ninda, eMbak ganggu waktunya bentar ya?”
- S : “Iya nggak papa mbak....”
- R : “Mbak mau tanya gimana pendapatmu tentang kegiatan pembelajaran hari ini?”
- S : “Menariiiiik...!”
- R : “He em...oke oke....”
- S : “Tapi pertamanya masih agak membingungkan tuh lho mbak perintahnya...kurang jelas.”
- R : “O gitu, jadi awalnya kamu masih bingung ya, sekarang diminta ngapain, habis itu ngapain, gitu ya...?”
- S : “He em, he em mbak...belum dapet.”
- R : “Film yang pertama bingung banget?”
- S : “He em mbak bingung banget beneran deh, soalnya nggak jelas *to* mbak gambar-gambarnya. Waktu yang pertama di *stop* gitu, itu tuh

masih bingung, gambarnya kan nggak jelas jadi bingung. Itu disuruh ngapain *to* kita, kan kita nggak tau..., kayak gitu lho.”

R : “Terus kalau film yang kedua?”

S : “Film yang kedua...jelas banget.”

R : “Sudah mulai paham ya instruksinya, disuruh ngapai ngapain itu udah mulai jalan ya?”

S : “He em, he em, udah *dhong*....”

R : “Kamu seneng nggak sih nebak-nebak gitu?”

S : “Seneng sih...seneng! Tapi kalau tebakannya salah, *nyebai*...hehehehe.”

R : “Kalau tebakamu sendiri gimana tadi tebakamu?”

S : “Wah cuma bener satu mbak, ya ampun...memalukan.”

R : “O nggak papa, nggak papa.... Tadi dik Ninda tebakannya cuma bener satu ya, tapi saat salah nebak gitu dik Ninda jadi lebih inget nggak?”

S : “*Ho oh*....”

R : “Jadi lebih inget ya? Jadi menurutmu kegiatan hari ini...?”

S : “Ya...menarik, nggak membosankan kok.”

R : “Oke oke, kalau ke depannya kamu pengennya pelajarannya kayak gimana?”

S : “Pokoknya tuh cari yang lebih kreatif lagi lah mbak, pokoknya intinya tuh... Biar kita tuh mudah memahami bahasa Inggris tuh kayak gimana....”

R : “Lebih kreatif lagi ya dik ya, oke oke, makasih ya....”

S : “Sama-sama mbak....”

Interview 15

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

R : “Adik namanya siapa?”

S : “Fatma.”

R : “Fatma siapa?”

S : “Fatma Nur Ardian.”

R : “Dik maaf ya eMbak ngganggu waktunya sebentar.”

S : “Nggak papa....”

R : “Adik masih inget nggak pelajaran yang tadi?”

S : “Yang tadi? Inget....”

R : “Dengan pelajaran tadi menurut dik Fatma gimana?”

S : “Asyik kok.”

R : “Asyike gimana?”

S : “*Yo...piye yo*...dulu aku kan nggak suka bahasa Inggris *nek* sekarang jadi mulai suka.”

R : “*Nek* dengan kegiatan kayak yang udah kita lakuin, kaya misalnya nonton video, terus *nge-game* nebak-nebak gitu gimana, jadi lebih tertarik nggak?”

S : “Jadi lebih tertarik....”

R : “Teksnya sulit nggak dik yang tadi?”

S : “Yang tadi lumayan kok....”

R : “Lumayan ya?”

S : “He emh.”

R : “Bisa memahami alur ceritanya?”

S : “Bisa.”

R : “Mengalami kesulitan nggak kalau menebak-nebak?”

S : “Yang pertama mbak, yang pertemuan pertama, yang video Laskar Nglangi sama *How to Train your Dragon* itu....”

R : “Kesulitannya karena apa dik? Karena gambarnya tidak jelas kah? Atau karena apa?”

S : “Apa ya..., susah ditebak gitu lho....”

R : “Ooo...*unpredictable* gitu ya...?”

S : “He emh....”

R : “*Nek* tadi tebakamu ada yang bener?”

S : “Ada.”

R : “Ada ya?”

S : “He emh.”

R : “*Nek* kamu nebak itu, biasanya dasarnya untuk nebak tuh apa?”

S : “Emm apa ya...udah tau aja, pokoknya tuh, habis ini tuh, mesti ini gitu....”

R : “Jadi dari peristiwa sebelumnya gitu ya?”

S : “He emh...dikira-kira, kira-kira selanjutnya apa gitu.”

R : “Oke...,video seneng nggak sih?”

S : “Suka....”

R : “Membantu nggak menurutmu?”

S : “Membantu.”

R : “Membantu ya.... Kamu kalau nebak tuh takut nggak, takut salah gitu nggak?”

S : “Pertamanya takut....”

R : “Pertamanya takut ya.”

S : “He emh, pertamanya itu, tapi lama-lama dah terbiasa.”

R : “Lama-lama jadi berani untuk menebak gitu ya?”

S : “He emh....”

R : “Oke.... Instruksi dari guru dapat dipahami nggak?”

S : “Apa ya...dikit lah, dipahami dikit-dikit. Kadang-kadang ada yang nggak tau artinya, kadang-kadang tau. Nanti kalau pas nggak tau tanya temen atau tanya gurunya, gitu....”

R : “Hehe, apakah karena pake bahasa Inggris *full* itu?”

S : “He emh, karena pake bahasa Inggris *full* itu.”

- R : “Kalau misalnya guru pake bahasa Inggris, terus melihat siswa tidak ada yang merespon, siswa diam saja, mungkin sebaiknya guru perlu menerjemahkan bahasa Indonesianya gitu *po* dik?”
- S : “He emh, dikasih artinya....”

Interview 16

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA

- R : “Dik Nurina masih ingat nggak pelajaran yang tadi?”
- S : “Masih ingat....”
- R : “Menurut adik gimana?”
- S : “Hah, aku tuh kalau suruh mbuat prediksi *to...mbak*, bingung....”
- R : “Masih kesulitan he emh?”
- S : “He emh.... Ya ngerti sih *tithik-tithik....*”
- R : “Kamu nyontek punya dia?”
- S : “He emh...hehehehe, *yo Ma yo?*”
- R : “Hahahaha, kamu takut salah atau gimana dik?”
- S : “Iya, he emh.”
- R : “Takut salah?”
- S : “Iyak. Eh enggak ding enggak takut salah.”
- R : “Sekarang nggak liat temen sebelahnya lagi, Dik? Hehehe.”
- S : “Haha, udah enggak, Mbak. Soalnya kan temen-temen yang lain juga pada nebak sendiri juga.”
- R : “Terus apa masalahnya? Takut menebak?”
- S : “Bukan takut mbak...bingung....”
- R : “O bingung...nggak punya ide gitu? *Blank? No idea?*”
- S : “Hehe he emh. Aku taunya cuma daerah depan dan belakang, pertengahannya mentok nggak ada ide. Hehehe.”
- R : “*Blas* nggak ada ide?”
- S : “He emh, tapi aku tuh ngerti kalau akhirnya *si ulare kuwi ujung-ujunge dadi anake, langsung nebake ning mburine yo Ma?*”
- R : “Langsung nebak *endingnya?*”
- S : “He emh.... *Raiso siji-siji.*”
- R : “Apa terlalu banyak prediksinya?”
- S : “He emh, he emh mbak.”
- R : “Terlalu banyak ya, tadi kan ada 14 prediksi, ituh terlalu banyak ya untuhk cerita Wanebaka?”
- S : “Hu um lumayan.”
- R : “Kalau dibuat 5 kali prediksi gitu masih sanggup nggak?”
- S : “*Lha ngko malah angel mbak, luwih penak ki sedeng-sedeng.*”

- R : “Oke oke, berarti kesimpulannya, prediksinya jangan terlalu banyak ya. Kalau ada kegiatan memprediksi lagi masih mau mencoba nggak?”
- S : “Iya nggak papa....”
- R : “Jadi kesulitanmu bukan karena takut nebak ya?”
- S : “He emh bukan, bukan.”
- R : “Karena nggak ada ide ya?”
- S : “*Saking akehe*, jadi kalau udah sampe tengah-tengah tuh *marakke bingung*.”
- R : “Kalau misalnya dikasih teks sekali lempar teks *full* gitu kalian bisa inget nggak jalan ceritanya?”
- S : “*Ora*, hehehe.”
- R : “Kalau dikasih teks instan langsung disuruh baca terus disuruh memahami lalu diminta menceritakan kembali isinya gitu kesulitan nggak?”
- S : “Wah *yo ra iso*...hehehe. Pokoknya tuh yang nggak terlalu panjang yang nggak terlalu bertele-tele gitu. Kalau yang itu mbak, itu aku malah *dhong*, yang kota Paris, itu kan dikit teksnya, nah aku *mah mudeng*.”
- R : “O...oke oke. Tapi sebenarnya *nek* pake nebak-nebak gitu kamu jadi lebih inget nggak, jadi terbantu nggak?”
- S : “He emh mbak jadi lebih inget.”
- R : “Teksnya terlalu sulit nggak tadi?”
- S : “Nggak terlalu....”
- R : “Kegiatan tiga hari ini, yang “semantic webbing”, yang film *Dragon* sama yang tadi tuh gimana?”
- S : “Aku suka yang...yang *Dragon*, sama yang tadi ituh....”
- R : “Suka? Kamu jadi lebih bersemangat mengikuti pelajaran *reading* nggak?”
- S : “Ya gitu deh mbak....”
- R : “Beneran nih?”
- S : “Iya mbak....”
- R : Tapi tadi aku lihat kamu lebih bersemangat dari biasanya. Biasanya kamu tiduran di meja sama ngantuk-ngantuk. Hehehe.”
- S : “Hahaha, nah iya *to*, mbak liat sendiri *to*.... Hehehe....”

Interview 17

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA, Semantic Webbing

- R : “Dik Agni ya? Dik Agni masih inget pelajaran yang tadi?”
- S : “Masih mbak....”

R : “Menurut dik Agni gimana kegiatan pembelajaran yang kita lakukan tadi?”

S : “Suka mbak. Asyik....”

R : “Asyiknya gimana maksudnya tuh dik?”

S : “Ya karena dari kelas sepuluh dulu belum pernah mbak metodenya kayak gitu.”

R : “O biasanya kayak gimana dik?”

S : “Ya cuma teks langsung, dijelasin gitu.”

R : “O gitu ya, jadi ini sesuatu yang baru dan menarik buat adik?”

S : “He emh.”

R : “Terus kalau teksnya tadi Wanabeka tadi susah nggak dik?”

S : “Mbingungin mbak.”

R : “Karena?”

S : “Agak bingung alurnya mbak tadi, muter muter.”

R : “Maksudnya, karena alur teksnya maju mundur ya, nggak sederhana ya?”

S : “Iya mbak.”

R : “Tapi teks kamu nggak kebalik-balik kan?”

S : “Enggak mbak.”

R : “Tadi gimana prediksimu?”

S : “Saya cuma bener satu mbak.”

R : “Cuma bener satu ya?”

S : “He em.”

R : “Jadi males nggak Dik buat mbaca teks Wanebeka yang katamu rumit tadi?”

S : “Ya nggak juga si Mbak, malahan jadi penasaran sakjane ceritanya gimana gitu.”

R : “Kamu biasanya meprediksinya atas dasar apa, kok kamu bisa membuat prediksi gitu dik?”

S : “Yo pendapat aja mbak, awalnya mbaca-mbaca, terus dikira-kira dari peristiwa sebelumnya, nanti kira-kira dia mau ngapain, gitu mbak.”

R : “Oke, jadi *clue* nya untuk memprediksi dari peristiwa sebelumnya ya? Terus kamu tebak...?”

S : “He emh, he emh.”

R : “Suka nggak si dik kegiatan menebak-nebak gitu?”

S : “Ya suka mbak, menarik gitu....”

R : “Menurut kamu dari menebak keuntungannya apa? misalnya dibandingkan sama membaca teks langsung, dikasih teks utuh *jedeeer...*, sama dipotong-potong terus diminta menebak gitu menurut kamu enakan yang mana?”

S : “Enakan menebak mbak, bisa tau kesalahannya dimana gitu.”

R : “He emh, kalau udah tau kesalahannya terus biasanya kamu ngapain?”

S : “Introspeksi aja mbak.”

R : “Instrospeksi? Terus jadinya lebih inget nggak dik?”

S : “He emh mbak. Kalau disuruh mbaca satu teks langsung tuh gampang lupa.”

R : "Oke, terus kalau pake salah-salah segala, gara-gara nebak-nebak gitu, kamu jadinya introspeksi terus...?"

S : "Malah paham, malah inget mbak."

R : "Emm, kalau menurut adik, kegiatan pembelajaran selanjutnya enakunya gimana agar lebih asyik, dan adik lebih paham, dan lebih semangat mengikuti kegiatan pembelajaran enakunya dibikin kayak gimana?"

S : "Emm, ya kayak tadi juga bagus *og* mbak, menarik. Paling enak mbak diantara kegiatan yang udah-udah."

R : "Adik jadi semangat untuk mengikuti kegiatan pembelajaran nggak?"

S : "Iya mbak metode tadi tuh cukup mendorong lah."

R : "Kalau waktu kita nonton *cheetah* dan tentang monyet terus membuat jaring-jaring buletan-buletan itu menurut adik gimana?"

S : "Itu juga menarik sih mbak, *yo* awalnya kan nggak tau bahasa Inggrisnya gitu lho mbak, jadi tau, terus bisa tau itu mbak ciri-cirinya lebih detail."

R : "Oke, lebih bisa tau ciri benda yang dilaporkan ya?"

S : "Daripada...."

R : "Apa...?"

S : "Daripada langsung."

R : "Kegiatan tersebut membantu pemahamanmu nggak?"

S : "He emh."

R : "Kegiatannya menarik tidak?"

S : "He emh."

R : "Adik yang mbikin buletan tuh sama nggak sama di teks?"

S : "Ya 30 persen."

Interview 18

Tanggal 30 Maret 2012

Ruang Kelas XI IPA 1

Topik: DR-TA, Semantic Webbing

R : "Dik selvi maaf ya eMbak ngganggu waktunya ya...."

S : "Iya...."

R : "Dik selvi...emmm masih inget pelajaran yang tadi?"

S : "Masih."

R : "Ngapain aja tadi kita?"

S : "Emm, *nganu*...."

R : "*Mrediksi* ya tadi kita...?"

S : "Iya."

R : "Menurut adik kegiatan tadi gimana?"

S : "Enak..., seru..., asyik...."

R : "Kamu suka nggak sih dik nebak-nebak gitu?"

S : "Suka...."

R : "Suka ya?"

S : "He emh."

R : "Apa yang bikin kamu PeDe untuk nebak jalannya cerita?"

S : "Soalnya temen yang lain juga ada yang prediksinya salah."

R : "Prediksinya kamu gimana?"

S : "Yaaa ada yang bener."

R : "Ada yang bener ada yang salah ya. Kamu kalau nebak-nebak gitu apa dik dasarnya?"

S : "*Feeling....*"

R : "*Feeling* ya? Kamu kira-kira ya, alurnya setelah ini apa gitu ya?"

S : "Iya mbak."

R : "Kalau misalnya salah gitu kamu gimana dik?"

S : "Ya nggak papa."

R : "Nggak apa-apa ya. Kalau menurut kamu lebih enak dipahami mana, kamu dikasih teks *jedher* sama diprediksi dulu per bagian-bagian?"

S : "Ya...enak diprediksi dulu."

R : "Kalau cerita yang tadi terlalu sulit nggak yang Wanebaka tadi?"

S : "Enggak...."

R : "Enggak terlalu sulit ya. Kosakatanya?"

S : "Nggak banyak yang susah."

R : "Nah untuk cerita yang Wanebaka tadi dengan cara dipotong-potong dan diprediksi gitu adik bisa memahami alur ceritanya nggak?"

S : "Bisa."

R : "Oke..., kalau dibikin *game* nebak-nebak alur cerita kayak tadi, gimana dik?"

S : "Lebih tertarik mbak."

R : "Lebih tertarik untuk membaca teks ya dik ya?"

S : "Iya mbak.... Penasaran soalnya. Iya yang tadi lebih bisa dipahami dan lebih seru..."

R : "Penasaran ya pengen tau akhir ceritanya gimana. Oke oke, kalau kamu lebih senang ditulis atau diucapin prediksinya?"

S : "Ditulis mbak, *nek* diucapin malu...."

R : "Kalau yang ini dik, yang kegiatan yang kemarin, yang adik diminta membuat buletan-buletan berisi hal-hal yang berkaitan dengan topik itu gimana dik, menurut adik? Membantu pemahaman apa enggak?"

S : "Iya mbak, menarik itu."

R : "Menarik? Membantu pemahaman juga?"

S : "Iya mbak...."

R : "Kesulitan nggak sih dik menuliskan hal-hal yang berkaitan dengan topik?"

S : "Ya...agak sulit sih...."

R : "Agak sulit *yo....*? Sama prediksi sulit yang mana?"

S : "Sulit yang itu."

R : "Kesulitannya dimana dik?"

S : "Nggak tau bahasa Inggrisnya itu lho mbak."

R : “Kalau untuk pelajaran yang selanjutnya kalau menurut adik, kita bikin yang kayak gimana?”

S : “Yang lebih seru lah mbak.”

R : “Lebih seru? Terus...?”

S : “Yang kayak tadi itu lho pake *game-game*.”

R : “Kalau *game-game* suka ya..., kalau musiknya tadi mengganggu nggak yang diputer waktu adik dikasih waktu untuk berpikir?”

S : “Enggak.”

R : “Seneng musik nggak sih?”

S : “Seneng musik....”

R : “Jadi semangat nggak kalau dikasih musik kayak tadi?”

S : “He emh, iya mbak. Jadi kayak di acara kuis gitu, hehe.”

R : “Berarti boleh dicoba lagi ya?”

S : “He emh mbak.”

R : “Oke, tapi tadi kamu tak liat emang lebih semangat kok dari hari biasanya.”

S : “Hehehe.”

R : “Besok ditingkatin ya, semangat lagi ya, semoga bisa bermanfaat buat adik-adik.”

S : “He emh mbak....”

R : “Biar adik jadi semangat membaca, jadi suka bahasa Inggris..., pinter deh. Oke?”

S : “He emh mbak....”

R : “Oke makasih ya dik....”

Interview 19

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing kelompok (Message in the Bottle)

R : “Dik Ihsan inget, kan kegiatan kita yang membuat “*message in the bottle*”? Menurut adik menarik nggak, terus efektif atau tidak?”

S : “Menarik sih, terus efektifnya itu kalau ada kata-kata baru itu lho..., kan itu..., misalnya tembok besar cina itu, kita bisa cari kata-kata baru, kayak....apa ya kemarin itu, *brick*....! *Brick* itu terus....”

R : “O tadinya kamu tuh enggak tau *brick* itu apa gitu ya?”

S : “He emh mbak, aku enggak tau.”

R : “Dengan kegiatan kemarin tuh kamu harus tau gitu ya kosakata itu bahasa Inggrisnya apa, jadi kamu lalu mencari kata yang sebelumnya belum kamu perhatikan apa bahasa Inggrisnya gitu ya?”

S : “Ya, iyaa....”

R : “Efektifnya di situ ya?”

S : "Iya, terus kalau kurang efektifnya tuh, kenapa kok cuma dua topik, Kan itu ada empat kelompok kenapa cuma dua topik gitu. Kalau empat gitu paling lebih asyik, lebih efisien."

R : "Oke, oke, kalau yang tadi itu udah kebuka dulu ya?"

S : "Iya mbak...."

R : "Oke oke, kalau dari sisi teksnya menurut adik tingkat kesulitannya itu terlalu sulit atau terlalu mudah?"

S : "Ya sedang lah."

R : "Kemarin cukup terbantu sama kosakata yang dikasih sama gurunya itu ya?"

S : "Iya...."

R : "Oke, kalau ini dik, kan kemarin kita bikin bulet-buletnya dua, yang pertama yang berdasarkan ide kamu sendiri, yang kedua kan berdasarkan apa yang kamu baca dari teks ya..., nah itu yang berdasarkan teks kesulitan nggak dik?"

S : "Agak sulit mbak. Mending pake ide sendiri, soalnya kebanyakan yang mau ditulis malah bingung."

R : "Kalau videonya gimana dik, membantu kamu untuk *eksplor* teks nggak?"

S : "Iya mbak, videonya membantu. Tapi yang "*Pyramid*" sama yang "*Sahara*" kurang. Kalau yang "*Tembok Besar Cina*" tuh jelas banget mbak."

R : "Kalau menurut dik Ihsan, untuk ke depan agar pembelajarannya lebih efektif dan tetap *enjoy* juga gitu sebaiknya dibikin kayak gimana dik?"

S : "Mmm...."

R : "Dari segi topik mungkin?"

S : "Nggak ada ide."

R : "Kalau dari segi teks gimana, segitu aja kesulitannya apa perlu ditingkatin?"

S : "Mmm, segitu aja. Kalau mau ditingkatin nanti ada yang *keponthal ponthal....*"

R : "Oke oke, segitu aja ya, kalau dari sisi strategi?"

S : "Mmm...."

R : "Adik lebih suka kegiatan kelompok atau kegiatan sendiri-sendiri atau berpasangan sama teman duduk?"

S : "Kalau kelompok itu enakunya kalau ada kata-kata yang kurang, bisa itu lho...."

R : "Bisa saling melengkapi?"

S : "Iya, tapi kalau nggak enakunya ya, terkadang ada anggota kelompok yang ego, main ego sendiri jadi nggak efektif. Misalnya udah dibentuk gitu tapi nggak jalan, dia nya nggak mau gitu lho...."

R : "Tapi senengnya, bisa ini ya...."

S : "Bisa saling melengkapi."

R : "Lha kalau adik sendiri, kalau membaca teks secara individu gimana? Apakah adik lebih bisa memahami?"

S : "Kurang mbak, kalau nggak ada dibantu kamus, kurang...."

R : "He emh, kalau bekerja kelompok?"
 S : "Lebih mudah."
 R : "Lebih mudah ya? Kalau untuk kedepan adik lebih seneng lebih banyak kerja dalam kelompok atau kerja individual?"
 S : "Ya seimbang mbak."
 R : "Seimbang ya, kadang ada individu kadang ada kelompoknya gitu ya?"
 S : "Iya."
 R : "Satu lagi dik, kalau dari media pembelajarannya gimana dik?"
 S : "Kalau pake video tuh dicarikan yang jangan cepet-cepet mbak omongannya, kalau pake *subtitle* tuh, pake *subtitle* yang Inggris gitu."
 R : "O gitu ya. Oke dik terimakasih atas kerjasamanya ya dik ya."

Interview 20

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing kelompok (Message in the Bottle)

R : "Dik Jesika ya?"
 S : "Iya mbak."
 R : "Adik masih inget nggak pelajaran hari kemarin? Yang *message in the bottle*."
 S : "O ya ya ya ya."
 R : "Menurut adik kegiatan yang kemarin tuh gimana, menarik nggak, efektif nggak?"
 S : "Enak mbak...."
 R : "Kesulitan nggak?"
 S : "Enggak kalau kesulitan, kesulitan sih enggak, asik, enak, menarik, soalnya kan belum pernah kan maksudnya kalau pelajaran bahasa Inggris kan belum pernah ada mainanya kayak gitu, kan enak gitu lho mbak."
 R : "Teksnnya gimana, sulit nggak?"
 S : "Ada yang sulit ada yang nggak. *Gampang SMP to mbak*, hehehe."
 R : "Hiyaaa, ya iya lah. Hehe. Jadi adik menikmati dan nyaman nggak dengan kegiatan menulis bulet-bulet terus diisi hal-hal yang berkaitan dengan topik?"
 S : "Menikmati, *penak og* mbak."
 R : "Menikmati ya? *Penak*? Bisa ya waktu itu kamu menggali ide-ide yang kamu ketahui tentang Pyramid?"
 S : "Iya bisa...."
 R : "Kalau *message in the bottle* itu menarik nggak?"
 S : "Menarik, menarik banget."
 R : "Ribet nggak? Masuk masukin pesan ke botol gitu?"
 S : "Walah yo enggak lah mbak, hehehe."

- R : “Mbikin *spider web* itu ngefek di pemahamanmu nggak?”
 S : “Yo ngefek lah mbak.”
 R : “Oke, nah kemarin kan kita ada dua *spider web* ya. Yang pertama yang kamu buat berdasarkan pengetahuanmu seniri, terus yang kedua berdasarkan teks yang kamu baca. Nah yang kedua itu kamu mengalami kesusahan nggak?”
 S : “Iya mbak kalau yang kedua itu”
 R : “Sekarang udah PD kan ngerjain sendiri?”
 S : “Lumayan, Mbak. Kan sekarang udah terbiasa pelajaran disuruh mikir-mikir kayak gini.”

Interview 21

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing kelompok (Message in the Bottle)

- R : “*Nek* pendapat adik Fatma gimana dik kegiatan yang kemarin, efektif apa nggak, menarik apa nggak, terus dik Fatma mengalami kesulitan apa nggak?”
 S : “Lumayan, kalau untuk kesulitannya, nggak...nggak terlalu sulit. Ya nggak terlalu sulit banget masih bisa *dinganu*, apa..., dipahami.”
 R : “Terus teknik yang dipake kemarin dengan membuat bulet-bulet tentang teks itu dik Fatma gimana?”
 S : “Suka mbak, menarik, mbuat buletan-buletan berdasarkan pengetahuan yang kita tahu.”
 R : “Kan ada dua tuh dik..., yang sebelum baca teks sama yang sesudah baca teks.”
 S : “Kalau buat aku sih enakan pemahaman umum daripada apa ya, kita liat teksnya terus suruh ambil dari situ gitu. Enakan mikir sendiri gitu.”
 R : “O kamu lebih seneng yang mikir sendiri ya daripada yang kemarin yang di kertas biru itu ya, yang semacam mbikin *summary* atau intisari dari teks itu ya. Jadi pengetahuan yang dik Fatma gali tentang topik dari teks itu menurut dik Fatma membantu pemahaman tidak?”
 S : “He em, iyaaa.”
 R : “Kalau saran dik Fatma untuk pembelajaran mendatang gimana?”
 S : “Emm, gimana ya....”
 R : “Kalau dari segi teksnya?”
 S : “Teksnya yang sedang-sedang aja, nggak panjang-panjang biar nggak bosan.”
 R : “Kalau dari sisi strateginya?”
 S : “Semuanya aku mau mbak, pokoknya yang masih bisa dipahami.”
 R : “Oke oke oke.”

Interview 22

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing kelompok (Message in the Bottle)

- R : "Pertanyaannya hampir sama dik Faza, kemarin yang bikin bulet-bulet itu efektif nggak, *enjoy* nggak, emm kalau menyenangkan atau tidak efektif, dimana letak ketidakefektifannya? Kritiknya kamu..., gitu."
- S : "Nggak efektifnya soalnya udah pernah."
- R : "Dulu itu ya udah pernah?"
- S : "Iya."
- R : "Cuman kemarin dibikin *message in the bottle* tuh ada perbedaannya nggak?"
- S : "Yaa sama aja, sama yang kelompoknya tuh kan malah nggak bisa bebas itu mau bikin apanya itu point-pointnya."
- R : "O malah kalau berkelompok kamu kesulitan mau nulis ide-idenya ya. Oke oke. Jadi lebih enak kerja individu?"
- S : "Iya."
- R : "Terus ada lagi nggak dik kritik yang lain?"
- S : "Ya itu teksnya, kalau kelompoknya empat ya teksnya empat, sama seperti Ihsan tadi."
- R : "*Vocabulary*-nya gimana dik? Terlalu sulit?"
- S : "Enggak terlalu sih.... Ada yang tau dan ada yang tidak tau, tapi itu menambah kosakata."
- R : "*Enrich your vocabulary* ya. Oke, kalau menurut kamu untuk teks narrative efektif nggak dik menggunakan teknik yang menebak-nebak?"
- S : "Efektif mbak."
- R : "Kalau koreksinya dimana dik?"
- S : "Itu kan terlalu lama banget mbak."
- R : "Terlalu banyak *stop* ya itu. Kalau untuk yang teks *report* adik nyaman pake yang buletan-buletan itu?"
- S : "Iya."
- R : "Membantu pemahaman kamu?"
- S : "Iya."
- R : "Kalau yang berdasarkan teks susah nggak?"
- S : "Iya. Bingungnya tuh mau pilih yang mana gitu yang ditulis."
- R : "O, kamu kesulitan menentukan point utamanya apa gitu ya?"
- S : "Iya."
- R : "Oke dik, makasih banget ya atas masukannya ya, *see you....*"
- R : "Kemarin disuruh ngapain ingat nggak?"
- S : "Kemarin tuh dapet teks, terus mbaca, terus nulis di kotak-kotak itu."
- R : "*Smart chart*."
- S : "He em. Itu..., terus nyari gerakannya sama temen-temen kelompokku."

- R : “Kemarin kan tiap kelompok beda-beda ya, kelompokmu kemarin dapet apa dik?”
 S : Kelompokku tuh kemarin dapet yang Pyramids.

Interview 23

Tanggal 12 Mei 2012

Ruang Kelas XI IPA 1

Topik: Tableau, Graphic Organizers

- R : “Menurut dik nurina pembelajaran membaca dengan strategi *tableau* itu gimana? Seru nggak?”
 S : “Seru...”
 R : “Menyenangkan?”
 S : “He emh.”
 R : “Ngebosenin nggak dik kalau menurut adik?”
 S : “Nggak mbak.”
 R : “Terus yang bikin seru yang mana? Asyiknya dimana dik?”
 S : “Ya kan itu *to*, apa namanya, eee.. lebih bisa nginget tuh lho mbak daripada kita disuruh mbaca teks yang banyak kan mesti nginget-ningetnya lama, kalau dibuat kayak gini tuh malah lebih *simpel*.”
 R : “Tapi adik mengalami kesulitan nggak?”
 S : “Dikit.”
 R : “Pas ngapain?”
 S : “Buat kayak gini (menunjukkan *smart chart*).”
 R : “O susah waktu nransfer dari teks ke *smart chart* nya ya?”
 S : “He em, masih susah mencari *main ideanya*.”
 R : “Kalau pas mikir gerakan yang menunjukkan *main idea*, kesulitan nggak?”
 S : “Enggak...”
 R : “Malu nggak sih dik kalau pas tampil di depan?”
 S : “Maluuuuuu! Hua. Hehehe.”
 R : “Ooo, malu...”
 S : “Hehehehe, malu...”
 R : “Tapi kalau sudah berhasil sama temen-temennya kompak gitu gimana rasanya?”
 S : “Itu seneneeeeeng!”
 R : “O jadi kalau tampil ke depan tapi gerakannya nggak kompak tuh malu ya?”
 S : “He emh.”
 R : “Tapi kalau berhasil kompak, gerakan-gerakan yang tadi udah disepakati bisa ditunjukkan dengan lancar gitu ada perasaan gimana?”
 S : “Seneng.”
 R : “Lucu *yo*..., malu tapi seneng.”

S : "Iyaaaaa, kalo menang kan seneng mbak."
R : "Kelompok kamu menang ya?"
S : "Iya dong."
R : "Hehe, iya *ding*. Kemarin tuh ide-idenya dari mana *to* dik?"
S : "Dari kelompok. Ya kan satu kelompok mbahas buat judulnya ini gimana ya gerakannya, terus buat *main idea* yang ini gimana gerakannya, yang lainnya lagi gimana gerakannya."
R : "Terus untuk propertinya itu?"
S : "Itu minjem dari sekolah, sama ada yang mbawa mbak."
R : "Adik kemarin berempat ya?"
S : "Berlima, berlima."
R : "O ya berlima, sama si Habib ya *narrator*nya. Waktu itu kerjanya dalam kelompok gimana dik? Apakah semuanya menyumbangkan idenya?"
S : "Iya."
R : "O jadi semua ikut *urun* ide ya. Kalau yang sering *urun* ide untuk gerakan siapa dik biasanya?"
S : "Ikhsan..., ulfa gitu."
R : "Kalau yang nyari-nyari main ideanya gitu siapa biasanya?"
S : "Ya bareng-bareng."
R : "Oke, oya pada dasarnya adik tuh suka mbaca nggak sih?"
S : "Enggak."
R : "Kalau dibikin kayak gini tuh gimana, agak *mending* nggak?"
S : "Ya, *mending*."
R : "Pernah nggak dik kegiatan seperti ini dilakukan sebelumnya?"
S : "Belum."
R : "Menurut adik ada manfaatnya nggak?"
S : "Ada, kita jadi lebih mudah memahami teksnya."
R : "Apakah adik merasa cukup senang?"
S : "Iyaaa."
R : "Kalau seumpama kegiatan seperti ini diprakatekkan lagi besok-besok berminat nggak dik untuk mencobanya?"
S : "Berminat, biar lebih mudah memahaminya sama lebih semangat."
R : "Adik ngrasa kayak pelajaran *reading* nggak?"
S : "Enggak."
R : "Ngrasanya kayak pelajaran apa?"
S : "Kayak bermain."
R : "Kalau waktu pertama kali kenal *tableau* gimana dik pendapatmu?"
S : "Ya pertamanya sih bingung, ini disuruh *ngapa to*, kan belum pernah *to* sebelumnya."
R : "Penasaran nggak dik?"
S : "Iya, *tableau* tuh gimana sih permainannya gitu."
R : "Taunya kamu *tableau* tuh game atau gimana?"
S : "He em, jadi tauku tuh, itu kayak *game* gitu."
R : "O taunya itu tuh *game*? Kamu ngira bakalan ketemu teks nggak?"
S : "Enggak."

R : "Hehe, jadi kamu tuh taunya nggak bakalan ketemu teks *to*?"
 S : "*Ho oh*, tauku tuh nggak akan ketemu teks."
 R : "Terus.. tapi kesulitan nggak waktu awal-awal Bu Panca ngenalin *tableau*, bisa mengikuti nggak?"
 S : "Bisa dikit-dikit."
 R : "Bisa ya."
 S : "Ya tapi maluuu. Hehe. Malu berekspresi."
 R : "Ada kesulitan nggak dik?"
 S : "Ya itu mbak bingung nentuin *main ideanya*."
 R : "Terus gimana dik selanjutnya?"
 S : "Ya lama-lama mulai paham, lihat penampilan temen-temen lain."
 R : "Pas pertemuan yang pertama kemarin udah ngrasa asik belum dik?"
 S : "Belum, soalnya belum *familiar*, yang kedua tuh baru enak."
 R : "Yang kedua udah *enjoy* ya?"
 S : "Iya."
 R : "Suka?"
 S : "Iya suka."

Interview 24

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Selective Underlining and Note Taking, Graphic Organizer

R : "Yang pelajaran kemarin gimana dik menurutmu?"
 S : "Itu *to* mbak kalo menurutku susah. Soalnya aku tuh susah kalo suruh nentuin *keywoardnya*."
 R : "Emangnya kamu biasanya kalau baca teks gimana dik caranya?"
 S : "*Sebenere* tuh nyari inti, tapi aku *yo bingung mbak intine opo*."
 R : "Kamu biasa nggaris-nggaris gitu nggak?"
 S : "Nggak."
 R : "Berarti bersih teksnya?"
 S : "Iya bersih, hehehe."
 R : "Nggak dikasih tanda stabilo misalnya?"
 S : "Enggak, ya paling cuma nyari arti."
 R : "O cuma kata-kata yang sulit. Pantas kamu kesulitan ya, tadi kamu bilang dalam menentukan *main idea* nya, soalnya kamu nggak tahu kata kuncinya."
 S : "Bahasa Indonesia aja aku juga kesulitan *og* mbak *nek* suruh nyari gagasan utama, ide pokok gitu."
 R : "Menurut kamu ada manfaatnya nggak dik?"

- S : “Ada, sebenarnya tuh penting, kan kita jadi langsung tahu *to*, oo,, teksnya tuh intinnya kayak gini. Jadinya mempermudah kita dalam memahami.”
- R : “Kalau yang nggaris-nggaris itu mbosenin nggak?”
- S : “Enggak.”
- R : “Tapi itu tadi ya, kamu kadang masih kesulitan nentuin *keyword*-nya, tapi dirimu merasakan manfaatnya ya?”
- S : “He em.”
- R : “Kalau nyobain menggarisbawahi atau mbuletin kata-kata kuncinya gitu mau nggak? Biar kamu tuh lebih mudah memahami teks.”
- S : “Aaaaa.. Kalau nggak tahu gimana mbak.”
- R : “Lho ini tuh bisa mbantu kamu lho dik.”
- S : “Iya lha tapi aku bingung mbak.”
- R : “Kalau yang dibikin *smart chart* itu membantu nggak dik?”
- S : “Mbantu banget, tapi masalahnya bingung nyari *main ide*anya.”
- R : “Itu kan ada dua ya dik, yang untuk teks *narrative* sama yang *exposition*?”
- S : “Kalau yang *narrative* aku *mudeng*..., soalnya aku tuh suka banget, cerita-cerita yang hewan itu apa mbak?”
- R : “*Fabel*.”
- S : “Iya, nah itu aku tuh suka banget cerita yang kayak gitu. *Nek* dikasih teks banyak banget tuh aku bosen mbak, jujur aku. Tapi *nek* disuruh main-main gitu aku suka mbak.”
- R : “*Kalau pakai strategi jadi nambah PeDe nggak, Dik?*”
- (“Was the implementation of reading comprehension strategy improved your confidence?”)
- S : “*Iya, Mbak. Kalau nggak pakai strategi rasanya baca teks panjang gitu jadi menakutkan.*”
- (“Yes, it was, Mam. **I think it is terrifying to read such long text without any strategy.**”)

Interview 25

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Selective Underlining and Note Taking, K-W-L

- R : “Kan katanya kamu pada kesulitan ya dik masalah kosakata.”
- S : “Yup.”

R : "Nah waktu kita coba pakai ini *word attack* tuh gimana?"

S : "Bingung mbak."

R : "Bingung..., lha kamu kebiasannya kalau nemu kata-kata sulit tuh apa, yang sering dilakukan?"

S : "Tanya bu Panca atau buka kamus mbak."

R : "Oke, coba kita lihat ke pekerjaanmu ya. Nah, ini misalnya kata *container*. Pertama kelasnya adalah..."

S : "Nah kalau kelasnya itu masih bingung."

R : "O masih bingung ya nentuin kata tersebut termasuk *noun*, *adjective*, *verb*, *adverb* atau yang lainnya. Kalau kata dasarnya?"

S : "Emm, dikit."

R : "Misalnya kata *container*, itu kata dasarnya apa?"

S : "Emmm."

R : "Kata *keeper* kata dasarnya apa?"

S : "*Keep*."

R : "Heem, lha dari situ kan..."

S : "Ooo..., terus maksudnya jadi langsung memprediksi artinya apa gitu *to*?"

R : "Iya..., menurutmu waktu kita melakukan kegiatan ini tuh berhasil nggak dik?"

S : "Dikit, tuh nyatanya aku jawabnya dikit."

R : "Menurut kamu kegiatan ini membantu kamu nggak?"

S : "Membantu."

R : "Seberapa dik manfaatnya, kalau misalnya 1 sampai 5 levelnya membantunya berapa?"

S : "Koma boleh nggak?"

R : "Boleh."

S : "Tiga setengah."

R : "Ngebosenin nggak tapi menurutmu?"

S : "Enggak, kan jadi ngerti."

R : "Kalau waktu kita kegiatan pakai KWL gimana dik menurut pendapat adik? K nya apa?"

S : "*Know*."

R : "W nya?"

S : "*Want to Know*."

R : "L nya?"

S : "*Learned*."

R : "*Know* itu?"

S : "Apa yang kamu tahu."

R : "*Want to Know*?"

S : "Apa yang ingin kamu tahu."

R : "*Learnt*?"

S : "Apa yang kamu pelajari."

R : "Oke, nah waktu diminta ngisi itu bisa nggak dik? Waktu diminta ngisi *Know* nya?"

S : "Bisa...."

R : "Nggak kesulitan?"
 S : "Enggak...."
 R : "Tadi waktu disuruh nulis Know tadi ngrasa sulit gitu nggak?"
 S : "Enggak, soale kan udah pernah bisa waktu Spider Web dulu itu."
 R : "Kalau ditanya tentang apa yang ingin kamu tahu?"
 S : "Bisa, yang nggak bisa malah *Learnt* nya."
 R : "O yang nggak bisa malah *Learnt* nya?"
 R : "Kalau yang KWL ini menurut adik ada manfaatnya nggak?"
 S : "Ada."
 R : "Apa?"
 S : "Meringkas, lebih meringkas."
 R : "Meringkas apa?"
 S : "Ya semua, lebih memahaminya tuh dengan mudah."
 R : "Saat diminta menuliskan *Want to Know* kamu jadi berharap menemukan *Want To know* itu di dalam teks yang akan kamu baca nggak?"
 S : "Iya, pengen tahu apa *to sakjane tuh*."
 R : "Kalau KWL yang bentuknya *table* sama yang kayak gini kamu suka yang mana (peneliti menunjukkan lembar kerja KWL yang telah dimodifikasi)."
 S : "Suka yang ini."

Interview 26

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing (Message in the Bottle)

R : "Kalau kegiatan yang waktu kita pake *message in the bottle* tuh gimana dik?"
 S : "Enak *nek* itu mbak, senaaaaang."
 R : "Suka?"
 S : "Suka."
 R : "Sukanya dimana?"
 S : "Lha kan itu kayak permainan, suruh nebak-nebak gitu."
 R : "He em, suka jadinya?"
 S : "He em."
 R : "Mboseni nggak?"
 S : "Enggak."
 R : "Asyik?"
 S : "He em."
 R : "Kelompokmu dapat apa?"
 S : "*Great wall of china.*"

R : “Waktu itu kan kerja dalam kelompok, bisa kerja dalam kelompok nggak dik?”

S : “Bisa. Kan itu ada banyak kertas *to*, dibagi-bagi, kamu mikir apa, terus kamu mikir apa.”

R : “Jadi tiap anak dapat jatah satu kertas?”

S : “Iya.”

R : “Semuanya berkontribusi *yo*?”

S : “He em.”

R : “Terus dimasukin ke?”

S : “Ke botol. Tapi pertamanya tuh bingung, suruh gimana *to* permainanya.”

R : “Tapi waktu dapat botol dari kelompok lain?”

S : “Itu udah mudeng.”

R : “Oke, udah ngerti ya disuruh ngapain.”

S : “He em.”

R : “Waktu dapat botol dari kelompok lain terus gimana dik?”

S : “Terus mikir, nebak.”

R : “Oya pas kegiatan ini bagian yang paling disukai yang mana dik?”

S : “Pas mikir buat dimasukin ke botol sama pas nebak.”

R : “Pas mikir sama nebak ya. Ada manfaatnya nggak dik?”

S : “Ada.”

R : “Apa dik?”

S : “Kita kan lebih paham tentang spesifiknya benda yang dilaporkan.”

R : “Oke oke. Cukup senang nggak sama kegiatan hari itu?”

S : “He em, senang.”

R : “Oke, sebenarnya ini tuh sama ya dik sama yang pertemuan pertama waktu kita mbikin *spider web* tentang topik itu tapi waktu itu di kertas biasa, kalau yang ini kan dibikin *game*. Menurutmu enak yang mana dik?”

S : “Dua-duanya enak.”

R : “O, dua-duanya enak. Ada kesulitan nggak dik?”

S : “Enggak.”

R : “Nggak ada kesulitan ya. O jadi kamu tuh ternyata suka ya mencangkul-cangkul pengetahuanmu tentang sesuatu, tapi kalau disuruh menebak-nebak jalan cerita kurang suka.”

S : “He em, daya imajinasiku tuh *cethek*.”

R : “Oke oke, berarti kelebihanmu di situ ya. Kalau kebalikannya dik, diminta membuat *spider web* tapi dari teks yang sudah kamu baca, semacam *summary* gitu.”

S : “O itu lebih gampang.”

R : “O lebih gampang? Oke oke. Waktu dibalik nggak ada masalah berarti ya. Oke deh....”

Interview 27

Tanggal 12 Mei 2012

Ruang Kelas XI IPA 1

Topik: Tableau

- R : “Dik fatma gimana pendapat adik waktu pertama kali kenal *tableau*?”
S : “Pertamanya ya bingung.”
R : “Pertamanya masih bingung ya, terus pertama kenal tuh kesannya gimana dik sama kegiatan itu?”
S : “Aku suka *wae* kalau pelajaran kayak gitu. Maksudnya nggak disuruh mbaca teks banyak banget, enggak asyik lah.”
R : “Ada seru-serunya gitu ya. Kalau yang pertama udah bisa ngikutin?”
S : “Udah.”
R : “Terus yang kedua lebih *enjoy* nggak?”
S : “Iya.”
R : “Dik Fatma waktu *tableau* yang kedua sekelompok sama siapa aja?”
S : “Ada Syarif, Desi, Intan, Fadila.”
R : “Kelompokmu dapat topik apa dik?”
S : “HIV AIDS.”
R : “Menurut adik gimana pelajaran dengan *tableau* kayak gitu?”
S : “Asyik.”
R : “Seru nggak?”
S : “He emh.”
R : “Membosankan nggak?”
S : “Enggak.”
R : “Asyik ya?”
S : “He eh.”
R : “Terus seneng nggak kerja di dalam kelompok itu?”
S : “Seneng.”
R : “Anggota kelompoknya pada *urun rembug* nggak dik?”
S : “Iya kok.”
R : “Malu nggak dik tampil di depan temen-temen gitu?”
S : “Pertamanya sih iya, tapi kalau udah terbiasa kan nggak papa.”
R : “Nggak malu lagi?”
S : “He eh.”
R : “Menurut adik ada manfaatnya nggak kegiatan belajar pake *tableau* kayak gini?”
S : “Mbantu pemahaman.”

Interview 28

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Graphic Organizers, K-W-L, Selective Underlining and Note Taking

- R : “Kalau kegiatan yang *ngringkes* teks ke *smart chart* itu membingungkan nggak dik?”
- S : “Dikit, nggak banyak.”
- R : “Dikit ya. Kesulitannya dimana dik?”
- S : “Menentukan apa tuh, *main idea*.”
- R : “Menurut kamu *smart chart* ini membantu pemahaman kamu nggak dik?”
- S : “Iya, membantu pemahaman.”
- R : “*Smart chart* ini ngebosenin nggak dik?”
- S : “Enggak kok.”
- R : “Enggak ya. Menarik berarti?”
- S : “Iya.”
- R : “Menariknya seberapa dik, satu sampai lima?”
- S : “Tiga.”
- R : “Kan kita pernah nyoba *smart chart* yang buat teks *exposition* sama teks *narrative*, menurut kamu susah yang mana?”
- S : “Kalau aku mending *exposition*, aku paling nggak suka tuh *narrative*.”
- R : “O kamu kebalikannya sama Nurina ya. Soalnya kenapa itu dik?”
- S : “Soalnya bacaannya tuh mesti banyak. Nggak *dhong* aku ceritanya.”
- R : “Gimana pendapat adik tentang tabel KWL yang kemarin kita pakai? Adik bisa nggak ngisi kolom *Want*?”
- S : “Bisa dikit.”
- R : “Kalau yang *Want to Know*?”
- S : “Bisa.”
- R : “Oke, dengan ngisi kolom *Want to Know* adik jadi mengharapkan pertanyaanmu tersebut terjawab di dalam teks nggak?”
- S : “He eh, pengen.”
- R : “Kalau untuk menuliskan yang *Learnt*, apa yang telah kamu pelajari? Bisa ya dik ya?”
- S : “Bisa.”
- R : “Kegiatan semacam ini menurut kamu gimana dik? Membantu pemahaman apa enggak?”
- S : “Membantu dikit.”
- R : “Membantu ya, dimananya dik? Kalau yang *Want* ini?”
- S : “Ini kan aku udah tahu, cuma mengingatkan kembali apa yang udah aku tahu.”
- R : “Kalau yang *Want to Know*?”
- S : “Ini yang tadi ya, aku jadi pengen tahu.”
- R : “Kalau yang *Learnt*?”

S : “Apa yang udah aku pelajari.”
R : “Jadi menurut dik Fatma kegiatan ini membantu pemahaman nggak? Antara satu sampai lima?”
S : “Tiga.”
R : “Kalau kegiatan menggarisbawahi kata sulit dan kata kunci menurutmu gimana Dik? Menarik nggak?”
S : “Dikit.”
R : “Membosankan?”
S : “Nggak *patio*.”
R : “Kalau untuk membantu ke pemahaman?”
S : “Membantu.”
R : “Kesulitan nggak dik menentukan kata kuncinya? Nek Nurina tadi kesulitan, *nek* kamu?”
S : “*Ho o*, aku juga.”
R : “Kalau menurut kamu membaca teks sambil *ngorek-ngorek* gitu bermanfaat nggak?”
S : “He em, iya, bermanfaat.”
R : “Kamu kan katanya pada kesulitan ya masalah kosakata?”
S : “He em.”
R : “Biasanya kamu kalau nemu kata sulit apa yang kamu lakukan? Lebih sering mana antara prediksi, Tanya guru, sama buka kamus?”
S : “Pertama tanya kamus, terus mrediksi, kalau nggak bisa baru tanya guru.”
R : “Nah waktu kita kegiatan pake yang *word attack* itu gimana menurutmu?”
S : “Agak sulit enakan dari teksnya langsung.”
R : “Tadi jadi males baca nggak gara-gara teks nya sulit?”
S : “Ya nggak juga si. Kan tadi bu Panca bilang kita belajar pake strategi gitu tho, jadinya aku tadi mikirnya, ya paling ntar aku juga bisa mudheng kan nanti dikasih tahu caranya.”

Interview 29

Tanggal 19 Mei 2012

Ruang Kelas XI IPA 1

Topik: Tableau, Graphic Organizers

R : “*Nek* menurut adik waktu pertama kali kenal *tableu* itu gimana pendapatmu pembelajaran pake kayak gitu?”
S : “Pertama sih ngrasa bingung ya mbak, kan belum pernah sebelumnya kita mendapatkan pembelajaran kayak gitu, jadi agak bingung tapi lama kelamaan seru sih.”

R : “Seru? Mbosenin nggak dik?”
S : “Seru, enggak mbosenin.”
R : “Enggak ya.... Asyik berarti ya?”
S : “*Ho oh.*”
R : “Terus bagian yang paling disukai yang mana dik?”
S : “Ya itu waktu tampilnya. Kan kalau pas nulis konsepnya itu kita sempet bingung gitu lho mbak, mau dibikin gimana tapi kalau pas tampil tuh malah lebih *enjoy.*”
R : “Gerakan yang kalian tampilkan menurut kalian mewakili makna teks nggak?”
S : “Iya berdasarkan teks.”
R : “Kemarin kamu tugasnya jadi apa?”
S : “Aku jadi yang mbaca mbak.”
R : “Ooo, kamu jadi *narratornya*. Menurut adik ada manfaatnya nggak dik *tableau* ini dalam kegiatan pembelajaran membaca?”
S : “Kalau manfaatnya pas mikir itu mbak, kan semuanya ikut mikir mbak.”
R : “Terus kalau untuk *performance* nya itu ada nilai plusnya nggak?”
S : “Meningkatkan kreativitas soalnya nggak *monoton*. Soalnya selama ini kalau mbaca kan cuma mbaca aja.”
R : “Kalau menurut adik saat kita mbahas teks misalnya *analytical exposition* gitu kita bikin kayak yang kemarin itu gimana dik? Diringkas di *smart chart* itu mbantu nggak dik?”
S : “He em, iya , iya, mbantu.”
R : “Mbantunya dalam hal apa dik?”
S : “Mbantunya tuh, kita jadi tahu bagian ini tuh buat apa, yang itu tuh buat apa gitu.”
R : “O maksudnya jadi tahu fungsi-fungsi tiap bagian dalam struktur teks?”
S : “Ho oh.”
R : “Menarik nggak dik menurutmu?”
S : “Menarik.”
R : “Membantu pemahaman ya dik?”
S : “He em membantu pemahaman.”
R : “Kesulitan nggak dik?”
S : “Enggak, enggak kesulitan.”
R : “Nggak ya.... Oke.”

Interview 29

Tanggal 28 april 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing, Graphic Organizers, K-W-L

- R : “Kalau menurut adik kegiatan kita yang nulis-nulis pengetahuan kamu tentang topik itu gimana? Kamu kesulitan nggak nulisnya?”
- S : “Kesulitan.”
- R : “Kesulitannya dimana dik? Karena nggak ada di pikiranmu atau karena nggak bisa bahasa Inggrisnya?”
- S : “Dua-duanya. Hehe.”
- R : “Mungkin pengetahuanmu tentang Sahara dikit mungkin ya?”
- S : “Iya, *ho oh*.”
- R : “Walaupun pada akhirnya keluar juga ya idemu?”
- S : “Iya, walaupun sebenarnya nggak nyambung sih. Hahaha. Aku malah nulis *car*.”
- R : “Oo, mungkin karena kamu nonton video tentang sahara itu ya?”
- S : “Iya tapi aku kok ya nulisnya itu ya. Hahaha.”
- R : “Gimana pendapat dik May tentang KWL yang kemarin kita lakukan?”
- S : “Waa kalau itu aku bingung mbak kalau itu.”
- R : “Bingung?”
- S : “*Ho oh*.”
- R : “Bingungya pas di bagian *Know* nya atau *Want to Know* nya?”
- S : “Di bagian *Want to Know* nya. Kalau *Want* nya ini bisa tapi kadang pake bahasa Indonesia.”
- R : “Kenapa kok kesulitan nulis *Want to Know* nya? Apa karena topiknya kurang memancing rasa ingin tahumu?”
- S : “He eh, kalau aku tergantung topiknya.”
- R : “Oke, kalau *Learnt* nya bisa nulis?”
- S : “Bisa.”
- R : “Kalau kegiatan pake *message in the bottle* gimana menurut pendapatmu dik? Seru nggak?”
- S : “*Nek* itu, malah bikin penasaran *nek* aku mbak. Soalnya kan belum tahu *to jawabannya*.”
- R : “*Mboseni* nggak dik?”
- S : “Dikit.”
- R : “Kenapa dik kok *mboseni*?”
- S : “Ya mungkin karena ini mbak, pengaruh *kanca*.”
- R : “O pengaruh teman sekelompok. Waktu itu kamu gimana *to* dik teman sekelompok kamu? Tidak berkontribusi atau gimana?”
- S : “Susah mbak.”
- R : “Kan kertasnya ada beberapa, apakah nggak dapat jatah satu orang satu ide gitu misalnya?”

- S : “Ya iya sih mbak, waktu itu yang banyak usul si Putri yang lainnya ada usul tapi ya cuman dikit-dikit.”
- R : “O jadi yang bikin kurang menyenangkan karena kinerja kelompoknya kurang ya? Kalau bagian yang paling disukai yang mana dik?”
- S : “*Nebake.*”
- R : “Oke, menurutmu mbikin *spider web* baik sebelum maupun sesudah membaca teks itu ada manfaatnya nggak dik dalam pemahaman?”
- S : “Ada, ada. Kan ini jadi lebih *simpel* gitu lho mbak kan biasanya teksnya panjang, terus ini kita tulis poin-poinnya, jadi lebih *simpel* dan mudah memahami teks.”
- R : “Kalau untuk membuat *summary* dari teks kesulitan nggak?”
- S : “Kesulitannya kalau ada kata sulit, itu baiknya ditulis apa nggak gitu.”
- R : “Kalau milih poin-poin penting yang untuk ditulis kesulitan nggak?”
- S : “Enggak, enggak.”
- R : “Adik cukup senang nggak dengan kegiatan semacam ini?”
- S : “Seneng sih, tapi saranku dibuat *variatif* gitu lho mbak.”
- R : “Misalnya gimana dik?”
- S : “Misalnya tuh nggak hanya tulisan, tapi poin-poin nya dibuat gambar. Bisa juga dengan mencocokkan atau gimana.”
- R : “O, ya ya. Ide bagus.”

Interview 30

Tanggal 12 Mei 2012
 Ruang Kelas XI IPA 1
 Topik: Tableau

- R : “Dik Habib waktu pertama kali kenal *tableau* ini gimana dik pendapat kamu?”
- S : “Pendapatnya tuh apa yaa, menarik gitu mbak.”
- R : “Menarik ya? Mbosenin nggak dik?”
- S : “Kalau kayak gini tuh awalnya enggak, akhirnya juga enggak.”
- R : “Waktu pertamanya bingung nggak dik?”
- S : “Bingung mbak, nggak tau, harus apa. Seru, menyenangkan. *Tableau* itu *enjoy*. Merasa harus lebih paham teks soalnya akan agar bisa menyampaikan inti teks itu kepada yang menonton.”
- R : “Terus kesulitannya apa dik?”
- S : “Kesulitannya saat mentransfer dari teks ke poin-poin yang *smart chart* itu, soalnya masih kesulitan nyari *main idea* nya.”
- S : “Temen-temen satu kelompoknya kompak, saat berdiskusi,
- R : “Ada manfaatnya nggak dik?”
- S : “Ada mbak, untuk *refreshing* pikiran, bahasa Inggris yang biasanya tuh cuma membaca teks, kalau nggak itu terus *ditranslete*,

- mengartikan ke bahasa Indonesia. Kalau ini kan bisa sekalian *refreshing*. Jadi termotivasi untuk belajar bahasa Inggris lagi.”
- R : “Bisa belajar dengan cara yang berbeda gitu ya dik ya?”
- S : “Iya, cara yang *fun*.”
- R : “Kamu nyangkanya bakalan ketemu teks nggak dik?”
- S : “Enggak nyangka,taunya itu semacam *game* gitu.”

Interview 30

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Selective Underlining and Note Taking, K-W-L

- R : “Kalau menggarisbawahi atau memberi bulatan pada kata sulit dan *keyword* nya menurut kamu membantu pemahaman nggak sih dik?”
- S : “Membantu. “
- R : “Kamu mengalami kesulitan nggak dik?”
- S : “Kalau aku sendiri sih sedikit-sedikit mbak.”
- R : “Sedikit-sedikit ya. Kalau kamu sendiri tuh biasanya saat membaca teks tuh gimana dik? “
- R : “Biasanya langsung baca keseluruhan teks mbak.”
- S : “Pake *nyorek-nyorek* nggak?”
- R : “Enggak.”
- R : “Berarti kertasnya bersih?”
- S : “Iya.”
- R : “Kenapa dik soalnya, apakah kamu udah bisa memahami teks tanpa harus menyoret-nyoret?”
- S : “Nggak mbak, aku tuh belum tahu cara-cara agar bisa memahami teks gitu lho mbak.”
- R : “O karena belum tahu cara membaca teks yang efektif ya.”
- S : “Iya.Kebiasaan dari kecil, dari SD tuh kalau baca ya baca langsung dari awal sampai akhir gitu.”
- R : “Nah itu dik, salah satu caranya tuh dengan menggarisbawahi poin-poin yang penting, agar kamu tuh bisa cepet menangkap inti teksnya.”
- S : “O ya ya mbak.”
- R : “Kalau menurut adik, membaca teks sambil digaris-garis itu membosankan enggak?”
- S : “Iya mbak, membosankan.”
- R : “Kenapa dik kok membosankan?”
- S : “Soalnya bingung mbak mana yang perlu digaris mana yang enggak, bagiku penting semua.”
- R : “O gitu, rasanya pengen digarisi semuanya gitu. “
- S : “Iya mbak, hahaha.”
- R : “O, jadi kurang bersemangat ya melakukannya karena mana yang *keyword* mana yang bukan ya?”

S : "Iya mbak."
R : "Tapi kalau menurutmu ada manfaatnya nggak dik?"
S : "Ada, kan kita jadi tahu arti untuk kata-kata sulit itu lho mbak."
R : "O manfaatnya di situ, di kata-kata sulit ya."
S : "He em mbak."
R : "Kalau untuk pemahaman teks secara keseluruhan, menggarisbawahi ini membantunya berapa dik antara 1 sampai 5?"
S : "Membantunya ya..., tiga."
R : "Tiga ya?"
S : "Iya."
R : "Nah kalau ngisi KWL menurutmu gimana dik? Coba lihat pekerjaan kamu. Waa ternyata kamu nggak ngisi ya?"
S : "Hahaha, bingung aku tuh soalnya mbak. "
R : "Kalau yang *Know* nya tuh kamu kok bisa?"
S : "Itu aja bisa karena liat temen."
R : "Hah, iya *po*?"
S : "Iya, aku paling sebel mbak kalau ketemu KWL ini."
R : "Sebel ya?"
S : "Kurang itu lho mbak, kurang bersemangat."
R : "Kurang bersemangat untuk mengisinya *yo*? Ini malah kamu gambari, ini kenapa ini kok kamu gambari?"
S : "Hahaha, lha agak bosan."
R : "O, membunuh kebosanan ya."
S : "He eh. Hahaha."
R : "Oke, terus *Want to Know* juga nggak bisa mikir ya?"
S : "*Want to Know* nya nggak tahu aku."
R : "Lha, kalau KWL nya waktu kita ganti pake yang kayak gini (peneliti menunjukkan hasil pekerjaan siswa yang dikumpulkan dengan topik "*Plastic Bags*"). Kalau diminta nulisin *Know* tapi dalam bentuk *spider web* gini gimana menurut dik Habib?"
S : "Dari segi apanya mbak?"
S : "Karena ya..., nggak *dhong* mbak ini tuh suruh ngapain."
R : "Ngak *dhong*? Kalau yang *plastic bag*?"
S : "*Plastic bag*...."
R : "Ini kamu bisa dik ngisi *Know* nya. Kenapa *to* dik penyebabnya, ini yang waktu dibikin *spider web* ini kamu bisa, tapi kalau yang di *table* KWL kamu kurang bersemangat ya? Apa karena KWL cenderung dalam bentuk kalimat gitu ya, terus kalau yang *spider web* bisa dalam bentuk poin-poin gitu *po*?"
S : "Iya iya mbak. "
R : "O, jadi bentuknya itu berpengaruh ya?"
S : "Kalau buat aku berpengaruh mbak."
R : "Oke oke, nah kalau ini dik *Want to know* yang versi kedua ini kamu kok mau ngisi ya?"
S : "Hehe iya mbak, aku cukup bersemangat kalau dibikin kayak gini, yang penting nggak di dalam kolom KWL."

- R : "Hehe, sebenarnya sama persis, sama-sama disuruh menyebutkan apa yang ingin kamu ketahui tentang topik kan?"
- S : "Iya ya mbak ya. Hahaha."
- R : "Kenapa itu dik? Apakah topiknya juga berpengaruh?"
- S : "Topik berpengaruh juga mbak."
- R : "Terus bentuknya juga berpengaruh ya?"
- S : "Kalau bagiku berpengaruh mbak, ngefek."

Interview 31

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Graphic Organizers, K-W-L

- R : "Menurut adik kegiatan kita nulis poin-poin teks ke dalam *smart chart* kayak gini tuh gimana dik? Membantu pemahaman kamu nggak?"
- S : "Iya, membantu."
- R : "Membantunya dimana dik?"
- S : "Ya, manfaatnya tuh kita jadi tahu jalannya teks dari awal sampai akhir gitu lho mbak."
- R : "Maksudnya gimana dik?"
- S : "Tahu inti-intinya sama itu lho mbak struktur teks."
- R : "O ya ya."
- S : "Jadi aku lebih tahu, o ini tuh fungsinya sebagai thesis, yang ini argumen yang ini jadi *reiteration*."
- R : "Kamu mengalami kesulitan nggak sih dik?"
- S : "Pertamanya tuh agak sulit mbak."
- R : "He em, karena?"
- S : "Karena masih kesulitan menentukan mana yang thesis mana yang argumen."
- R : "Oya, sama kesulitan mencari *main idea* nya nggak dik? Soalnya ini punyamu malah kamu tulis semuanya."
- S : "Haha, iya mbak, sama kesulitan menentukan *main ideanya* juga."
- R : "Kalau *smart chart* untuk teks naratif gimana dik? Kamu lebih bisa menguasai yang mana?"
- S : "Mudah *narrative*."
- R : "Mudah *narrative* ya.
Oke, kalau yang ini dik (peneliti menunjukkan lembar kerja), membuat *summary* kalau di KWL tadi *Learnt*-nya, tapi dengan model kayak gini gimana dik menurutmu?"
- S : "Yang ini lebih *simple* mbak, lebih bisa memahami inti teks gitu lho."
- R : "Ini kan disuruh nggambar juga ya sama ditanyain *your favorite new fact*, kamu suka nggak?"

S : "Suka mbak.
 R : "Pernah nggak sih disuruh nggambar isi teks sebelumnya?"
 S : "Belum."
 R : "Kalau ditanyain *your favorite new fact* kamu seneng nggak?"
 S : "Seneng."
 R : "Pernah nggak di teks-teks sebelumnya yang pernah kamu baca, kamu ditanyain kayak gini?"
 S : "Pernah tapi jarang."
 R : "Kenapa sih adik seneng saat ditanya fakta yang menurutmu menarik setelah membaca teks?"
 S : "Soalnya bisa ngungkapin pendapatku sendiri tentang yang menarik menurutku sendiri."
 R : "Kalau diminta nggambar tentang isi teks kenapa seneng?"
 S : "Apa ya, *anu*, imajinasinya tuh dapat tercurahkan gitu lho mbak. Hehehe."
 R : "Oke, imajinasi tapi masih berdasarkan...."
 S : "Teks...."
 R : "Oke, "

Interview 32

Tanggal 19 Mei 2012
 Ruang Kelas XI IPA 1
 Topik: Tableau

R : "Nah waktu pertama kali kenal pembelajaran dengan *tableau* gini menurut dik Hendra gimana?"
 S : "Ya seru mbak. Seru kalau beregu itu seru."
 R : "Mbosenin nggak?"
 S : "Nggak."
 R : "Asyik?"
 S : "Asyikk."
 R : "Tapi pertamanya sempet bingung nggak dik?"
 S : "Ya bingung pas waktu pertamanya."
 R : "*Nek* kerja dalam kelompok gini gimana dik, apakah semuanya *dho urun rembug* gitu?"
 S : "Enggak."
 R : "Enggak? Terus menurutmu, bagian yang paling kamu *senengi* yang mananya dik? Yang menurut kamu paling seru pas apa?"
 S : "Pas tadi, pas dramanya tadi."
 R : "Pas main *tableau* di depan ya?"
 S : "*Ho oh* pas mainnya."
 R : "*Isin* nggak sih dik kamu?"

S : "Ya malu-malu, tapi senang."
 R : "Senenge kenapa?"
 S : "Karena puas bisa tampil."
 R : "Waktu pertama kali kenal *tableu* ini kamu ngiranya bakalan ketemu sama teks nggak dik?"
 S : "Enggak."
 R : "Kamu ngiranya ini *game* gitu *po*?"
 S : "Iya."
 R : "Sebelumnya kegiatan seperti ini sudah pernah dilakukan belum dik?"
 S : "Belum."
 R : "Menurut kamu kegiatan seperti ini ada manfaatnya nggak dik?"
 S : "Ada, nambah PeDe mbak."
 R : "Weijyan.... Kenapa dik nambah PeDe?"
 S : "Ya, soalnya kan pentas di depan gitu mbak."
 R : "Kamu tuh sebelumnya belum pernah ya pentas gitu dik?"
 S : "Belum. Malu *e* mbak."
 R : "Ikut teater nggak dik kamu?"
 S : "Enggak."
 R : "Tapi kalau disuruh main *tableau* gitu senang ya?"
 S : "Seneng, bisa nambah PeDe."
 R : "Terus kalau untuk memahami teks ada manfaatnya nggak dik?"
 S : "Yo, ada."
 R : "Kamu biasanya pelajarannya gimana dik?"
 S : "Biasanya tuh, di buku paket membaca bacaan *full* gitu, terus menjawab pertanyaan-pertanyaannya gitu mbak."
 R : "Nah, kegiatan *tableau* ini kan juga mbaca teks dulu kan dik sebelumnya, sama-sama mbaca teks kan berarti, nah kamu ngrasa ada perbedaannya nggak dik sama kegiatan biasanya?"
 S : "Ada, kalau yang modelnya cuman dikasih bacaan terus disuruh njawab pertanyaan itu membosankan."
 R : "Emm... Membosankan ya?"
 S : "Iya, kalau kayak gini kan enggak mbak. Aku jadi lebih semangat buat memahami bacaan."

Interview 33

Tanggal 28 April 2012

Ruang Kelas XI IPA 1

Topik: Semantic Webbing, K-W-L

R : "Kemarin saat kegiatan *message in the bottle* tuh kamu kelompoknya dapat tema tentang apa dik?"
 S : "*Great Wall of China*."

R : "Waktu dapat botol dari kelompok lain itu bisa nggak nebaknya?"

S : "Yaa, ya bisa nebaknya dari ciri-cirinya itu."

R : "Kan kemarin ada beberapa kertas ya dik ya, apakah semua anggota kelompokmu ikut *urun* mikir?"

S : "Iya, semuanya."

R : "Kalau kesanmu tentang kegiatan *message in the bottle* ini gimana dik?"

S : "Seru mbak."

R : "Serunya karena apa dik?"

S : "Ya, bisa nebak-nebak itu seneng."

R : "Nebak-nebak gitu seneng ya?"

S : "Iya, serasa kayak bukan pelajaran."

R : "*Mboseni* nggak dik menurutmu?"

S : "Enggak mbak."

R : "Kamu seneng nggak sih dik bekerja dalam kelompok?"

S : "Seneng."

R : "Kenapa dik?"

S : "Soalnya bisa mikirnya bareng-bareng."

R : "Waktu kegiatan ini bagian yang paling disukai yang mana dik?"

S : "Pas dapat botol dari kelompok lain terus nebak."

R : "Oke, menurut adik kegiatan ini ada manfaatnya nggak dik untuk memahami teks?"

S : "Ada."

R : "Contoh manfaat yang kamu rasakan apa dik?"

S : "Ya seru, buat hiburan, jadi semangat."

R : "Nah, setelah selesai menabak itu kamu terus disuruh membaca teks *to* dik, lalu setelahnya kamu diminta menulis *summary* dari teks dalam bentuk *spider web*. Nah waktu itu kamu kesulitan nggak dik?"

S : "Enggak."

R : "Jadi adik nggak kesulitan ya waktu memasukkan poin-poin teks ke dalam *spider web* kayak gitu?"

S : "Enggak mbak."

R : "Caranya gimana dik biasanya buat milih poin-poinnya itu?"

S : "Biasanya yang aku masukin situ tuh yang poin-poin penting sama yang menarik mbak."

R : "Oke, misalnya kamu disuruh mbaca *spider web* mu lagi tentang *great wall of china*, tanpa membaca teks, kamu bisa memperoleh gambaran tentang *great wall of china* nggak?"

S : "Iya bisa mbak, bisa ada gambaran lagi. Meskipun mbacanya udah lama, ingatannya jadi lebih tinggi tentang informasi dalam teks."

R : "Oke, waktu kita mbahas tentang "*Mercury*". Nah ini pekerjaan kamu ya? Waktu itu kamu awalnya diminta menuliskan tentang pengetahuan-pengetahuan yang kamu punya tentang *mercury* kan ya? Kamu bisa nggak dik?"

S : "Hehe, kayak gitu mbak."

- R : (peneliti membaca hasil pekerjaan siswa). "Ini kamu kok bisa nulis ini,apa karena kamu sebelumnya pernah baca tentang *mercury* atau dapat dari pelajaran di kelas mungkin?"
- S : "Enggak mbak, belum pernah."
- R : "Lho kok bisa, terus dapet dari mana dik?"
- S : "Ya cuma mrediksi, mbayangin mercury gitu."
- R : "O kamu mereka-reka ya. Nah terus, selanjutnya kan kamu diminta nulis apa yang ingin kamu tahu tentang *mercury* tuh? Nah kamu juga tadi belum tahu banyak tentang *mercury* ya dik ya. Kamu tadi waktu nulis *spider web* kan masih ngarang-ngarang juga ya. Setelah nulis pengetahuan kamu sama nulis hal yang ingin kamu tahu tentang *mercury*, kamu jadi penasaran nggak dik tentang isi teks yang akan kamu baca, atau kamu jadi penasaran tentang *mercury* nggak?"
- S : "Iya mbak, jadi penasaran. Soalnya aku juga ngrasa nggak tahu tentang topik itu. Jadi pengen tahu *mercury* tuh sebenarnya kayak gimana gitu lho mbak. *Suk tak telitine*. Hahahaha."
- R : "Hahahaha."

Interview 34

Tanggal 14 April 2012

Ruang Kelas XI IPA 1

Topik: Selective Underlining and Note Taking, K-W-L

- R : "Waktu kegiatan menggarisbawahi kata sulit dan kata kunci itu gimana dik menurutmu, membantu pemahaman teks nggak dik?"
- S : "Membantu."
- R : "Kalau misalnya *range* nya 1 sampai 5, berapa dik membantunya?"
- S : "Tiga mbak."
- R : "Kamu mengalami kesulitan nggak dik?"
- S : "Ya, lumayan mbak."
- R : "Membosankan nggak dik?"
- S : "Enggak mbak."
-
- R : "Menurut adik saat kegiatan mentransfer isi teks ke dalam *smart chart* itu gimana dik? Menarik nggak dik?"
- S : "Ya lumayan menarik mbak."
- R : "Membantu dalam memahami teks nggak dik?"
- S : "Iya."
- R : "Dalam hal apa dik membantunya?"
- S : "Kan *nyupliki* poin yang penting-penting, jadi kan tahu isinya. Terus juga jadi tahu struktur teks mana yang *thesis statement*, mana yang *argument*, kalau teks *narrative* ya jadi tahu *setting*, *problem*, dan lain sebagainya."

R : "Oke, oke. Kalau kegiatan yang waktu kita ngisi KWL itu gimana dik?"

S : "Yaa, *rodo memeng* mbak."

R : "*Rodo memeng* tuh kenapa dik? Karena bentuknya?"

S : "Emm, bingung mbak."

R : "Bingung ya, karena topiknya kah?"

S : "Ya, salah satunya."

R : "Kamu nggak ada keinginan *po* untuk mengetahui apa itu bahayanya *plastic bags*?"

S : "Enggak mbak."

R : "Terus pas diminta ngisi *Learnt* tuh kenapa kamu nggak ngisi? Males juga ya?"

S : "Iya, agak males mbak."

R : "Terus waktu ini, waktu kita bikin jadi kayak gini (peneliti menunjukkan *worksheet* KWL yang telah dimodifikasi). Nah ini kan diminta nulis apa yang kamu ketahui tentang *mercury*, tapi dalam bentuk *spider web*. Nah sama-sama *Know* kan? Nah terus selanjutnya kamu diminta ngisi apa yang ingin kamu ketahui di dalam gambar ini. Nah sama-sama *Want to Know* kan? Yang ini kok jawabanmu bagus-bagus dik?"

S : "Iya, kalau dibuat kayak gini lebih semangat buat ngisi."

R : "Kenapa tuh dik?"

S : "Soalnya ada gambar-gambarnya, jadinya menarik."

R : "Oooo, kalau yang KWL tadi *memeng* banget?"

S : "He em, kalau yang KWL tadi tuh kayaknya serius banget."

R : "*Konvensional* gitu ya dik ya?"

S : "He em mbak, terus kalau yang KWL ngisinya kayaknya harus berupa kalimat gitu, males *e*. Kalau yang *spider web mercury* ini kan bisa nulis poin-poin nya aja, gak perlu dalam bentuk kalimat formal."

R : "Oo.. Jadi bentuknya *worksheet* ini juga mempengaruhi ya?"

S : "Iya, bentuk *draft* nya mempengaruhi."

R : "Nah, kalau yang *Learnt* nya dibikin kayak gini (peneliti menunjukkan *worksheet*) gimana dik menurutmu?"

S : "Nah, kalau aku suka yang ini mbak."

R : "Kenapa dik soalnya?"

S : "Ya..., lebih *dhong* gitu lho mbak, nggak ngrasa takut buat ngisi. Terus bentuknya lebih menarik. Kalau yang KWL itu ngliat aja udah males duluan mbak. Hehehe."

Interview 35

Tanggal 19 Mei 2012
Ruang Kelas XI IPA 1
Topik: Tableau

- R : “Menurut adik pembelajaran pake *tableau* ini gimana?”
S : “Asyik.”
R : “Seru nggak dik?”
S : “Seru. Kan aku sukanya pake metode baru gitu lho mbak.”
R : “Kalau kerja dalam kelompok kamu suka nggak dik?”
S : “Aku termasuk yang suka mbak.”
R : “Kamu termasuk yang suka ya. Waktu kerja dalam *tableau* ini gimana dik kerjanya dalam kelompokmu?”
S : “Kelompokku kompak mbak.”
R : “Saat mendengarkan instruksi dari *narrator*nya kesusahan nggak dik?”
S : “Enggak, kan udah direncanakan dulu mbak sebelumnya. Tapi aku pernah ada satu gerakan yang *miss*komunikasi mbak, jadi aku harusnya masih *freeze* tapi malah aku udah *move* duluan.”
R : “Kalau menurut adik kegiatan *tableau* ini ada manfaatnya nggak dik dalam pemahaman teks?”
S : “*Nek* menurutku bisa mbak, kan langsung praktek kan malah bagus *to* mbak. Jadi mbaca dan dipahami terus langsung praktek.”

Interview 36

Tanggal 5 Mei 2012
Ruang Kelas XI IPA 1
Topik: K-W-L

- R : “Nah waktu diminta ngisi yang KWL ini gimana dik menurut pendapatmu?”
S : “Kayaknya ini kemarin aku *kangsenan* ini ngisinya.”
R : “Sama siapa?”
S : “Ya sama anak yang cowok-cowok. Tapi yang *Want to Know* aku ngisi sendiri.”
R : “Waktu disuruh ngisi *Know* nya ini perasaanmu *piye*?”
S : “Nggak suka, hahahaha.”
R : “Nggak suka ya. Kenapa?”
S : “Mmmm.”
R : “Karena kamu nggak suka topiknya?”
S : “Iya aku kurang suka sama topiknya.”

- R : "Nah terus.. Waktu kita ganti pake *worksheet* yang model gini (peneliti menunjukkan *worksheet spider web*). Kok kamu bisa ngisi dik, apakah kamu pernah membaca tentang *mercury* sebelumnya?"
- S : "Iya mbak, dulu waktu kecil sering mbaca tentang planet-planet."
- R : "Kalau menurut dik Ikhsan, waktu diminta menuliskan pengetahuan yang udah kamu punya tentang sebuah topik, misalnya tentang *mercury*, tentang sahara gitu gimana dik, menarik nggak dik?"
- S : "Kalau menurutku sih menarik. Jadi tahu, kita ini bener-bener tahu apa enggak gitu lho."
- R : "Ooo, jadi kamu merasa kayak diuji sejauh mana pengetahuan kamu gitu ya?"
- S : "Iya."
- R : "Kesulitan nggak sih dik?"
- S : "Enggak, mbak."
- R : "Ngebosenin nggak dik menurut kamu?"
- S : "Kalau aku, enggak ngrasa bosan mbak."
- R : "Menariknya 1 sampai 5 berapa dik?"
- S : "4,5."
- R : "Terus dengan mbuat *spider web* tentang pengetahuanmu kayak gini khususnya sebelum membaca teks apakah membuat kamu jadi termotivasi untuk membaca teks atau untuk mengetahui *mercury* yang sesungguhnya atau tentang Sahara yang sesungguhnya?"
- S : "Iyaaaa. Jadi penasaran mbak. Soalnya kan waktu nulis *spider web* nya aku ada yang ngarang terus aku juga jadi ngrasa masih banyak informasi yang nggak aku tahu tentang topik-topik itu."
- R : "Nah setelah ditanya tentang apa yang kamu tahu tentang *Mercury*, kamu kan terus ditanya tentang apa yang ingin kamu ketahui tentang *Mercury* ya. Kemarin kamu nulis apa dik?"
- S : "Aku nulis, apakah astronot berani mendarat di *Mercury*, *are we will be burnt there*, apakah di sana ada laut, hahaha pertanyaan bodoh ini."
- R : "Haha, kereeeen, pertanyaan yang cerdas ini. Oke, nah sebenarnya dik..., antara yang *Know* sama yang *spider web* tuh sama, sama-sama diminta menuliskan pengetahuan yang kamu punya tentang topik. Terus antara yang *Want to Know* sama gambar ini tuh sama. Sama-sama diminta menuliskan apa yang pengen kamu tahu. Ya kan?"
- S : "Oh sama *to* mbak."
- R : "Hehe, sama dik. Menurut kamu dibikin kayak gini (*table KWL*) sama dibikin yang kayak gini (*spider web* dan gambar ini) kalau menurut kamu menarik yang mana?"
- S : "Iniinii (menunjuk *KWL* yang dimodifikasi)."
- R : "Kenapa dik? Apakah karena bentuknya?"
- S : "Iya mbak, karena bentuknya. Kalau yang tabel tuh rasanya males buat ngisi."
- R : "Kalau bentuk yang ini kamu suka?"
- S : "Nggak tahu kenapa aku tuh malah suka bentuk yang aneh-aneh."

R : "Nah waktu yang disuruh ngisi *Learnt* ini kamu malah nggak diisi ya?"

S : "Hehe, iya mbak."

R : "Tapi waktu disuruh ngisi *summary* teks yang ini (peneliti menunjuk *worksheet*) kok kamu bisa? Ini disuruh nggambar tentang isi dari teks kamu juga bisa ya?"

S : "Kalau itu aku emang suka nggambar mbak walaupun jelek, hehe."

R : "Hehe, sadar nggak sebenarnya ini sama dengan yang *Learnt* di KWL, sama-sama disuruh menuliskan tentang apa yang kamu pelajari?"

S : "Yang ini kan ada kayak jembatannya gitu lho mbak."

R : "Maksudnya gimana dik?"

S : "Jembatan yang mbantu buat nulisnya, kalau KWL ini kan kosong."

R : "Ooo, maksud kamu pertanyaan-pertanyaan pancingan ini ya?"

S : "Nah iya mbak, katalis lah kalau bahasa kimianya."

R : "Kalau saat diminta menggambar setelah membaca teks kayak gini gimana dik? Suka nggak dik?"

S : "Suka."

R : "Ini nggambaranya berdasar teks nggak hayo?"

S : "Iya mbak."

R : "Coba sekarang jelaskan Dik pelukis tentang gambarmu ini."

S : "Ini kan ada lobang-lobang, ini kalau nggak gunung berapi ya bekas meteor, terus ini lahar, terus ini matahari karena *mercury* dikat dengan matahari."

R : "Oke..deh.. Berarti ini kamu nggambaranya nggak ngarang yo?"

S : "Enggak lah."

R : "Berdasarkan teks ya?"

S : "Iya dong mbak."

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 1st meeting (Cycle 1)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	3	3	3	Fair
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	3	2	2,5	Low
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	3	3	3	Fair
4.	Siswa tertarik dengan tema bacaan.	3	2	2,5	Low
5.	Siswa tampak menikmati kegiatan membaca.	3	2	2,5	Low
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	2	3	2,5	Low
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	3	3	3	Fair
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	3	2	2,5	Low
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	3	2	2,5	Low
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	2	3	2,5	Low
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	2	3	2,5	Low
Jumlah Skor				29	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	3	3	3	Fair
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	3	3	3	Fair
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	2	2	2	Low
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	3	3	3	Fair
16.	Siswa tampak antusias dan bangga saat	2	2	2	Low

	berhasil mempelajari hal baru.				
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	3	2	2,5	Low
Jumlah Skor		15,5			
Behavioral Reading Engagement					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	3	3	3	Fair
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	3	3	3	Fair
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	4	4	4	High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	3	3	3	Fair
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	3	2	2,5	Low
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	4	3	3,5	High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	3	3	3	Fair
Jumlah Skor		22			
Cognitive Reading Engagment					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	4	3	3,5	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	3	4	3,5	High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	3	3	3	Fair
28.	Siswa fokus terhadap makna bacaan.	3	3	3	Fair
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	3	2	2,5	Low
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	2	3	2,5	Low
Jumlah Skor		18			
Social Reading Engagement					

31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	3	3	3	Fair
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	4	3	3,5	High
33.	Siswa melakukan interaksi dengan guru atau siswa yang lain penuh ketertarikan.	3	3	3	Fair
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	4	3	3,5	High
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	3	2	2,5	Low
Jumlah Skor				15,5	
SKOR TOTAL				99,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	30	28	29
2.	Affective Reading Engagement	16	15	15,5
3.	Behavioral Reading Engagement	23	21	22
4.	Cognitive Reading Engagement	18	18	18
5.	Social Reading Engagement	17	14	15
Total Score		104	96	99,5

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 2nd meeting (Cycle 1)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	3	3	3	Fair
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	5	4	4,5	Very High
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	5	5	5	Very High
4.	Siswa tertarik dengan tema bacaan.	4	4	4	High
5.	Siswa tampak menikmati kegiatan membaca.	5	5	5	Very High
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	5	5	5	Very High
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	5	4	4,5	Very High
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	4	4	4	High
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	4	4	4	High
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	4	3	3,5	High
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	4	5	4,5	Very High
Jumlah Skor				47	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	5	5	5	Very High
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	5	5	5	Very High
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	5	4	4,5	Very High
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	5	5	5	Very High

16.	Siswa tampak antusias dan bangga saat berhasil mempelajari hal baru.	4	4	4	High
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	5	5	5	Very High
Jumlah Skor				28,5	
<i>Behavioral Reading Engagement</i>					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	4	5	4,5	Very High
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	3	3	3	Fair
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	5	5	5	Very High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	4	4	4	High
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	3	3	3	Fair
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	4	4	4	High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	4	4	4	High
Jumlah Skor				27,5	
<i>Cognitive Reading Engagement</i>					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	4	4	4	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	4	4	4	High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	4	4	4	High
28.	Siswa fokus terhadap makna bacaan.	4	4	4	High
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	4	4	4	High
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	3	3	3	Fair
Jumlah Skor				23	

<i>Social Reading Engagement</i>					
31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	5	4	4,5	Very High
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	5	4	4,5	Very High
33.	Siswa melakukan interaksi dengan dengan guru atau siswa yang lain penuh ketertarikan.	5	4	4,5	Very High
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	5	5	5	Very High
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	4	4	4	High
Jumlah Skor				22,5	
SKOR TOTAL				148,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	48	46	47
2.	Affective Reading Engagement	29	28	28,5
3.	Behavioral Reading Engagement	27	28	27,5
4.	Cognitive Reading Engagement	23	23	23
5.	Social Reading Engagement	24	21	22,5
Total Score		151	146	148,5

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 3rd meeting (Cycle 1)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	4	4	4	High
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	4	4	4	High
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	4	4	4	High
4.	Siswa tertarik dengan tema bacaan.	4	3	3,5	High
5.	Siswa tampak menikmati kegiatan membaca.	4	3	3,5	High
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	4	3	3,5	High
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	4	3	3,5	High
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	4	4	4	High
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	3	3	3	Fair
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	4	4	4	High
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	3	3	3	Fair
Jumlah Skor				40	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	3	3	3	Fair
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	3	3	3	Fair
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	3	2	2,5	Low
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	3	3	3	Fair
16.	Siswa tampak antusias dan bangga saat	3	3	3	Fair

	berhasil mempelajari hal baru.				
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	2	2	2	Low
Jumlah Skor				16,5	
Behavioral Reading Engagement					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	4	4	4	High
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	3	3	3	Fair
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	4	4	4	High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	4	3	3,5	High
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	3	2	2,5	Low
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	4	4	4	High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	3	3	3	High
Jumlah Skor				24	
Cognitive Reading Engagement					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	5	3	4	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	5	4	4,5	Very High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	5	4	4,5	Very High
28.	Siswa fokus terhadap makna bacaan.	5	5	5	Very High
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	3	3	3	Fair
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	4	4	4	High
Jumlah Skor				25	

<i>Social Reading Engagement</i>					
31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	3	3	3	Fair
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	3	3	3	Fair
33.	Siswa melakukan interaksi dengan dengan guru atau siswa yang lain penuh ketertarikan.	2	2	2	Low
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	3	3	3	Fair
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	3	3	3	Fair
Jumlah Skor				14	
SKOR TOTAL				119,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	42	38	40
2.	Affective Reading Engagement	17	16	16,5
3.	Behavioral Reading Engagement	25	23	24
4.	Cognitive Reading Engagement	27	23	25
5.	Social Reading Engagement	14	14	14
Total Score		125	115	119,5

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 1st meeting (Cycle 2)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	3	3	3	Fair
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	4	3	3,5	High
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	4	4	4	High
4.	Siswa tertarik dengan tema bacaan.	4	4	4	High
5.	Siswa tampak menikmati kegiatan membaca.	3	3	3	Fair
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	4	4	4	High
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	4	4	4	High
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	4	3	3,5	High
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	4	3	3,5	High
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	4	4	4	High
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	4	4	4	High
Jumlah Skor				40,5	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	5	5	5	Very High
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	5	5	5	Very High
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	5	4	4,5	Very High
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	5	5	5	Very High
16.	Siswa tampak antusias dan bangga saat	5	5	5	Very

	berhasil mempelajari hal baru.				High
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	5	5	5	Very High
Jumlah Skor				29,5	
Behavioral Reading Engagement					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	4	4	4	High
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	4	3	3,5	High
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	5	5	5	Very High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	4	4	4	High
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	4	4	4	High
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	5	5	5	Very High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	4	4	4	High
Jumlah Skor				29,5	
Cognitive Reading Engagement					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	4	4	4	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	4	4	4	High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	5	4	4,5	Very High
28.	Siswa fokus terhadap makna bacaan.	5	5	5	Very High
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	4	4	4	High
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	5	5	5	Very High
Jumlah Skor				26,5	

<i>Social Reading Engagement</i>					
31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	4	4	4	High
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	5	4	4,5	Very High
33.	Siswa melakukan interaksi dengan dengan guru atau siswa yang lain penuh ketertarikan.	5	5	5	Very High
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	5	5	5	Very High
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	5	5	5	Very High
Jumlah Skor				23,5	
SKOR TOTAL				149,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	42	39	40,5
2.	Affective Reading Engagement	30	29	29,5
3.	Behavioral Reading Engagement	30	29	29,5
4.	Cognitive Reading Engagement	27	26	26,5
5.	Social Reading Engagement	24	23	23,5
Total Score		153	146	149,5

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 2nd meeting (Cycle 2)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	4	4	4	High
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	4	4	4	High
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	4	4	4	High
4.	Siswa tertarik dengan tema bacaan.	4	4	4	High
5.	Siswa tampak menikmati kegiatan membaca.	4	4	4	High
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	5	5	5	Very High
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	5	5	5	Very High
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	5	4	4,5	Very High
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	5	4	4,5	Very High
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	4	4	4	High
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	4	4	4	High
Jumlah Skor				47	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	5	5	5	Very High
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	5	4	4,5	Very High
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	4	4	4	High
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	5	5	5	Very High
16.	Siswa tampak antusias dan bangga saat	4	4	4	High

	berhasil mempelajari hal baru.				
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	4	4	4	High
Jumlah Skor			26,5		
Behavioral Reading Engagement					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	5	4	4,5	Very High
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	4	4	4	High
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	5	5	5	Very High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	3	3	3	Fair
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	4	4	4	High
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	5	5	5	Very High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	4	5	4,5	Very High
Jumlah Skor			30		
Cognitive Reading Engagement					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	4	4	4	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	4	4	4	High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	4	4	4	High
28.	Siswa fokus terhadap makna bacaan.	4	5	4,5	Very High
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	4	4	4	High
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	5	5	5	Very High
Jumlah Skor			25,5		

Social Reading Engagement					
31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	5	5	5	Very High
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	4	4	4	High
33.	Siswa melakukan interaksi dengan dengan guru atau siswa yang lain penuh ketertarikan.	5	4	4,5	Very High
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	5	5	5	Very High
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	5	5	5	Very High
Jumlah Skor				23,5	
SKOR TOTAL				152,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	48	46	47
2.	Affective Reading Engagement	27	26	26,5
3.	Behavioral Reading Engagement	30	30	30
4.	Cognitive Reading Engagement	25	26	25,5
5.	Social Reading Engagement	24	23	23,5
Total Score		154	151	152,5

**Observation Check List
of the Overall Classroom Reading Motivation and Engagement**

The 3rd meeting (Cycle 2)

Indicators		Observer 1	Observer 2	Average Score	Category
<i>Reading Motivation</i>					
1.	Siswa memiliki rasa percaya diri yang tinggi atas kemampuan membaca yang mereka miliki.	5	4	4,5	Very High
2.	Siswa merasa tertarik dan tertantang untuk memahami bacaan.	5	5	5	Very High
3.	Siswa melaksanakan seluruh aktivitas yang ada dalam kegiatan pembelajaran membaca.	4	4	4	High
4.	Siswa tertarik dengan tema bacaan.	4	4	4	High
5.	Siswa tampak menikmati kegiatan membaca.	4	4	4	High
6.	Siswa berusaha untuk menyelesaikan kegiatan membaca dan mengerjakan tugas semaksimal mungkin.	5	5	5	Very High
7.	Siswa tampak senang saat mereka berhasil mengerjakan tugas dengan baik.	5	5	5	Very High
8.	Siswa berusaha untuk meningkatkan kemampuan membaca mereka.	5	4	4,5	Very High
9.	Siswa berusaha keras untuk menjadi yang terunggul dalam pembelajaran membaca.	5	5	5	Very High
10.	Tanpa diminta oleh guru, siswa berdiskusi dengan teman sekelas mereka untuk memperoleh pemahaman akan teks yang mereka baca.	4	4	4	High
11.	Siswa berusaha untuk melengkapi semua tugas yang diminta dan mengumpulkannya tepat waktu.	4	4	4	High
Jumlah Skor				49	
<i>Affective Reading Engagement</i>					
12.	Gerak tubuh siswa menunjukkan antusiasme yang tinggi.	5	5	5	Very High
13.	Ekspresi wajah siswa menunjukkan ketertarikan dan antusiasme.	5	4	4,5	Very High
14.	Siswa mengeluarkan ungkapan yang menunjukkan ketertarikan.	4	4	4	High
15.	Siswa tersenyum atau tertawa lepas penuh ekspresi.	5	4	4,5	Very High
16.	Siswa tampak antusias dan bangga saat	5	5	5	Very

	berhasil mempelajari hal baru.				High
17.	Siswa mengeluarkan guyonan santai yang masih relevan dengan kegiatan pembelajaran.	4	4	4	High
Jumlah Skor				27	
Behavioral Reading Engagement					
18.	Siswa fokus terhadap kegiatan pembelajaran dengan tingkat gangguan yang relatif kecil.	5	5	5	Very High
19.	Siswa melakukan kegiatan pembelajaran dengan didasari kesadaran diri tanpa perlu dipaksa.	4	4	4	High
20.	Pandangan mata, posisi kepala, posisi lengan, dan sikap tubuh menunjukkan ketertarikan dan perhatian penuh terhadap kegiatan pembelajaran, guru atau siswa lain.	5	5	5	Very High
21.	Siswa tidak mudah menyerah saat menemukan tugas dengan tingkat kesulitan yang tinggi.	4	4	4	High
22.	Siswa mengeluarkan ungkapan yang menunjukkan keinginan kuat untuk berpartisipasi aktif dalam kegiatan pembelajaran.	4	4	4	High
23.	Siswa merasa nyaman meminta bantuan dan bertanya apabila mengalami kesulitan dalam pembelajaran.	5	5	5	Very High
24.	Siswa menunjukkan reaksi yang aktif terhadap stimulus dan instruksi dari guru.	4	5	4,5	Very High
Jumlah Skor				31,5	
Cognitive Reading Engagement					
25.	Siswa mengungkapkan ide yang berkualitas dan jawaban yang tepat.	4	4	4	High
26.	Siswa mengajukan pertanyaan yang relevan dengan kegiatan pembelajaran.	4	4	4	High
27.	Siswa menerapkan strategi pemahaman membaca dengan efektif.	5	4	4,5	Very High
28.	Siswa fokus terhadap makna bacaan.	5	5	5	Very High
29.	Siswa mengetahui tujuan akhir pembelajaran dan mengetahui sejauh mana hasil pembelajaran yang harus mereka capai.	4	4	4	High
30.	Siswa memanfaatkan sesi diskusi sebaik mungkin untuk memahami teks dan melengkapi tugas yang diminta.	5	5	5	Very High
Jumlah Skor				26,5	

<i>Social Reading Engagement</i>					
31.	Siswa memperhatikan teman sekelas mereka yang sedang berbicara, mengeluarkan pendapat, atau presentasi.	5	5	5	Very High
32.	Siswa menawarkan diri untuk mengemukakan pendapat, jawaban, atau mempresentasikan hasil kerja mereka.	4	4	4	High
33.	Siswa melakukan interaksi dengan dengan guru atau siswa yang lain penuh ketertarikan.	5	4	4,5	Very High
34.	Siswa mengungkapkan komentar dan respon mereka tanpa perasaan tertekan.	5	5	5	Very High
35.	Siswa bekerja dalam kelompok dengan penuh antusiasme.	5	5	5	Very High
Jumlah Skor				23,5	
SKOR TOTAL				157,5	

Hasil Skor Per Indikator

No.	Indicators	Observer 1	Observer 2	Average Score
1.	Reading Motivation	50	48	49
2.	Affective Reading Engagement	28	26	27
3.	Behavioral Reading Engagement	31	32	31,5
4.	Cognitive Reading Engagement	27	26	26,5
5.	Social Reading Engagement	24	23	23,5
Total Score		160	155	157,5

Keterangan:

Tabel Perhitungan Pengkategorian Kelas per Item

Interval Kelas	Kategori
$X > 4,05$	Very high
$3,35 < X \leq 4,05$	High
$2,65 < X \leq 3,35$	Average
$1,95 < X \leq 2,65$	Low
$X \leq 1,95$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Indikator **Reading Motivation**

Interval Kelas	Kategori
$X > 43,95$	Very high
$36,65 < X \leq 43,95$	High
$29,35 < X \leq 36,65$	Average
$22,05 < X \leq 29,35$	Low
$X \leq 22,05$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Indikator **Affective Reading Engagement**

Interval Kelas	Kategori
$X > 24$	Very high
$20 < X \leq 24$	High
$16 < X \leq 20$	Average
$12 < X \leq 16$	Low
$X \leq 12$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Indikator **Behavioral Reading Engagement**

Interval Kelas	Kategori
$X > 28,05$	Very high
$23,35 < X \leq 28,05$	High
$18,65 < X \leq 23,35$	Average
$13,95 < X \leq 18,65$	Low
$X \leq 13,95$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Indikator **Cognitive Reading Engagement**

Interval Kelas	Kategori
$X > 24$	Very high
$20 < X \leq 24$	High
$16 < X \leq 20$	Average
$12 < X \leq 16$	Low
$X \leq 12$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Indikator **Social Reading Engagement**

Interval Kelas	Kategori
$X > 19,95$	Very high
$16,65 < X \leq 19,95$	High
$13,35 < X \leq 16,65$	Average
$10,05 < X \leq 13,35$	Low
$X \leq 10,05$	Very low

Tabel Perhitungan Pengkategorian Kelas untuk
Keseluruhan Skor Instrumen

Interval Kelas	Kategori
$X > 139,95$	Very high
$116,5 < X \leq 139,95$	High
$93,35 < X \leq 116,65$	Average
$70,05 < X \leq 93,35$	Low
$X \leq 70,05$	Very low

1st Meeting (Cycle 1)

No.	Indicators	Score	Category
1.	Reading Motivation	29	Average
2.	Affective Reading Engagement	15,5	Low
3.	Behavioral Reading Engagement	22	Average
4.	Cognitive Reading Engagement	18	Average
5.	Social Reading Engagement	15,5	Average

2nd Meeting (Cycle 1)

No.	Indicators	Score	Category
1.	Reading Motivation	47	Very High
2.	Affective Reading Engagement	28,5	Very High
3.	Behavioral Reading Engagement	27,5	High
4.	Cognitive Reading Engagement	23	High
5.	Social Reading Engagement	22,5	Very High

3rd Meeting (Cycle 1)

No.	Indicators	Score	Category
1.	Reading Motivation	40	High
2.	Affective Reading Engagement	16,5	Average
3.	Behavioral Reading Engagement	24	High
4.	Cognitive Reading Engagement	25	Very High
5.	Social Reading Engagement	14	Average

1st Meeting (Cycle 2)

No.	Indicators	Score	Category
1.	Reading Motivation	40,5	High
2.	Affective Reading Engagement	29,5	Very High
3.	Behavioral Reading Engagement	29,5	Very High
4.	Cognitive Reading Engagement	26,5	Very High
5.	Social Reading Engagement	23,5	Very High

2nd Meeting (Cycle 2)

No.	Indicators	Score	Category
1.	Reading Motivation	47	Very High
2.	Affective Reading Engagement	26,5	Very High
3.	Behavioral Reading Engagement	30	Very High
4.	Cognitive Reading Engagement	25,5	Very High
5.	Social Reading Engagement	23,5	Very High

3rd Meeting (Cycle 2)

No.	Indicators	Score	Category
1.	Reading Motivation	49	Very High
2.	Affective Reading Engagement	27	Very High
3.	Behavioral Reading Engagement	31,5	Very High
4.	Cognitive Reading Engagement	26,5	Very High
5.	Social Reading Engagement	23,5	Very High

Cycle	Meeting	Score	Category
1	1 st	100	Average
	2 nd	148,5	Very High
	3 rd	119,5	High
2	1 st	149,5	Very High
	2 nd	152,5	Very High
	3 rd	157,5	Very High

The Result of Reading Engagement Index (REI)

Pre-Action

Student Number	Observer	Score	Total Average Score
1	1	11	13
	2	15	
2	1	15	16.5
	2	18	
3	1	11	13
	2	15	
4	1	17	17.5
	2	18	
5	1	11	13.5
	2	16	
6	1	17	16.5
	2	16	
7	1	11	12.5
	2	14	
8	1	17	17
	2	17	
9	1	11	12.5
	2	14	
10	1	12	13.5
	2	15	
11	1	23	22
	2	21	
12	1	17	17.5
	2	18	
13	1	22	22
	2	22	
14	1	17	17.5
	2	18	
15	1	16	16
	2	16	
16	1	11	13.5
	2	16	
17	1	11	14
	2	17	
18	1	23	23
	2	23	
19	1	9	10.5

	2	12	
20	1	9	10
	2	11	
21	1	8	9.5
	2	11	
22	1	11	14
	2	17	
23	1	11	14.5
	2	18	
24	1	11	14.5
	2	18	
25	1	11	13
	2	15	
Average Score			15.08

Table...The Result of Reading Engagement Index (REI)

Cycle 1

Student Number	Observer	Score	Total Average Score
1	1	17	20
	2	23	
2	1	20	22
	2	24	
3	1	16	18.5
	2	21	
4	1	24	23.5
	2	23	
5	1	19	20
	2	21	
6	1	23	22.5
	2	22	
7	1	19	20
	2	21	
8	1	24	24.5
	2	25	
9	1	18	19.5

	2	21	
10	1	22	22
	2	22	
11	1	29	27.5
	2	26	
12	1	24	25
	2	26	
13	1	26	26
	2	26	
14	1	24	24
	2	24	
15	1	20	20
	2	20	
16	1	17	19
	2	21	
17	1	18	20
	2	22	
18	1	27	26.5
	2	26	
19	1	15	16.5
	2	18	
20	1	15	17
	2	19	
21	1	14	16
	2	18	
22	1	17	18.5
	2	20	
23	1	18	21
	2	24	
24	1	20	21.5
	2	23	
25	1	18	18.5
	2	19	
Average Score			21.18

Table...The Result of Reading Engagement Index (REI)

Cycle 2

Student Number	Observer	Score	Total Average Score
1	1	23	25
	2	27	
2	1	27	28
	2	29	
3	1	21	21.5
	2	22	
4	1	26	26
	2	26	
5	1	22	23
	2	24	
6	1	25	25.5
	2	26	
7	1	24	25
	2	26	
8	1	29	28.5
	2	28	
9	1	21	23
	2	25	
10	1	24	23.5
	2	23	
11	1	31	29
	2	29	
12	1	29	29
	2	29	
13	1	30	29.5
	2	29	
14	1	28	28
	2	28	
15	1	25	25
	2	25	
16	1	21	21.5
	2	22	
17	1	25	26
	2	27	
18	1	31	30.5
	2	30	

19	1	20	21
	2	22	
20	1	19	20.5
	2	22	
21	1	19	20
	2	21	
22	1	20	22
	2	24	
23	1	25	27
	2	29	
24	1	25	26.5
	2	28	
25	1	21	21
		21	
Average Score			25.02

PHOTOGRAPHS

CONDITION BEFORE THE ACTION



P 1. The picture was taken in the preliminary observation. The group was not paid attention to the teacher's explanation about the task that they had to do in group. The group member, the student number..., was sleeping.



P 2. The picture was taken in the preliminary observation. The group was not seriously did the task. The student number...was leaning his body on the table.

THE DISCUSSION BETWEEN THE TEACHER AND THE RESEARCHER



P 3. The teacher was reading the lesson plan.



P 4. The teacher and the researcher were discussing the action plan.

THE IMPLEMENTATION OF DIRECTED READING THINKING ACTIVITY (DR-TA)



P 7. The teacher was explaining about the rule of the activity in DR-TA. The students were curious about the envelope they had.



P 8. The teacher was instructing the students to take the first card in the envelope. The students read the text thoughtfully.



P 9. The students were reading the text with great attention.



P 10. The student was eagerly writing her prediction on the panel answer. She tried to finish her prediction on time.



P 11. The students were proudly showing their prediction.



P 12. The teacher was energetically checking students' prediction.



P 13. The students were very excited when the teacher walked through the class to see the students' prediction. The other students wanted to know their classmate's predictions. Some of them laughed when the teacher commented on their predictions.



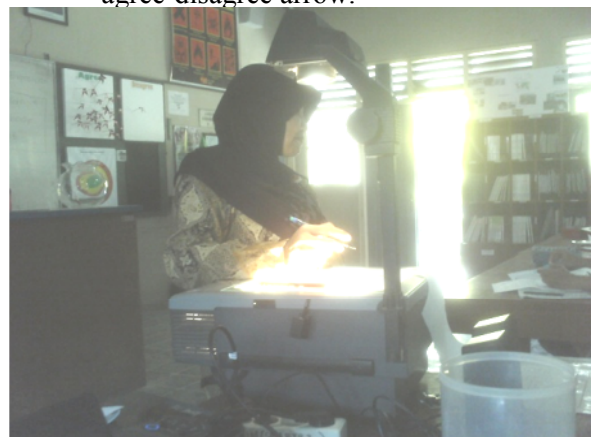
P 14. One of the students was very curious about his friend's prediction.



P 15. The students were heartily laughing as the teacher commented on their prediction.



P 16. The students were excitedly pinning the agree-disagree arrow.



P 17. The students were paying attention to the video about plastic bags.

P 18. The teacher was clearly modeling the selective underlining & note taking strategy.



P 25. The group members were very engaging in the discussion in finding the key words to be inserted into the bottle. One of them was opening the dictionary to find the word.



P 26. The teacher was giving assistance for the group which found difficulties in finding the key words to be inserted into the bottle.



P 27. The group members were eagerly inserting the rolled papers (the secret message) into the bottle.



P 28. The teacher was swapping the bottle. The students were enthusiastic receiving the bottle from the other group.



P 29. The group members were energetically



P 30. The group members were excitedly sticking

taking the rolled papers (secret message) out of the bottle and opening the rolled paper.



P 31. The group members were thinking hard to predict the topic discussed in the semantic webbing. They were very desirable to find it.

the papers to form semantic webbing about the topic.



P 32. One of the students was presenting the result of her group discussion. The other group members were passionately paying attention to her presentation.



P 33. The teacher was praising the group's achievement.



P 34. The students were very engaged in drawing semantic webbing.



P 35. The students were enthusiastically watching the video about great wall of china.



P 36. The students were joyfully writing the text's summary in the form of semantic webbing.



P 37. The teacher was energetically introducing tableau to the students.



P 38. The students were excitedly freezing based on the main point given by the teacher.



P 39. Group 1 was discussing the main idea of each paragraph of the text.



P 40. The members of the group 2 were very involved in discussing the freeze frame to represent the main idea of each paragraph.



P 41. The group members were evaluating the main idea of the paragraphs they have written.



P 42. The group members were brainstorming the ideas for freeze frame of the tableau performance.



P 43. This group was the first group which has turn to perform the tableau. Initially, the group members were shy.



P 44. The teacher was encouraging the three students stated in the P 43 to come to the class. Finally, the students were willing to perform.



P 45. The teacher was keenly announcing the lottery she took for deciding the group that should perform.



P 46. The member of group 3 was laughing as the teacher announced that the next turn was her group.



P 47. The member of group 3 was energetically pleasing his group members to come to the front of the class.



P 48. Group 2 was eagerly rehearsing before they perform in front of the class. They wanted to present the best that they can do.



P 49. The first frame with main idea:



P 50. The second frame with main idea:



P 51. The third frame with main idea:



P 52. The fourth frame with main idea:



P 53. The members of group 4 were satisfied after they have performed tableau. They got applause from other students for their tableau performance.



P 54. The members of group1 were laughing after they have finished the tableau performance.



P 55. The first frame with main idea:



P 56. The second frame with main idea:



P 57. The second frame. The narrator instruct

P 58. The fourth frame with main idea:

the team



P 59. The fifth frame with main idea:



P 60. The members of group 2 were pleased and satisfied after they have performed their tableau.



P 61. The student number...was interviewed by the first observer after the class.



P 62. The student number...was interviewed by the first and the second observer after the class.



P 19. The student was working with her ruler and colored pen.



P 20. The students were seriously discussing their work.





**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA 2 NEGERI BANGUNTAPAN**

Alamat : Glondong Wirokerten Banguntapan Bantul Yogyakarta Telp. 0274-7471879
Email : sman2banguntapan@gmail.com

SURAT KETERANGAN

Nomor : 018 / 422

Yang bertanda tangan di bawah ini Kepala sekolah SMA Negeri 2 Banguntapan, Bantul, Yogyakarta, menerangkan dengan sesungguhnya bahwa :

Nama	: OKTAFINA DEWI K.
NIM	: 05202241005
Universitas	: Universitas Negeri Yogyakarta, Karangmalang Yogyakarta
Program Studi	: Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan Penelitian di SMA Negeri 2 Banguntapan, Bantul, Yogyakarta untuk melengkapi tugas kuliah dengan judul "**IMPROVING READING COMPREHENSION LEARNING THROUGH THE IMPLEMENTATION OF READING COMPREHENSION STRATEGIES FOR SECOND GRADE STUDENTS OF SMA N 2 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2011/2012**". Pada bulan Maret 2012 s/d Juni 2012
Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.



Bantul, 15 Januari 2013
Kepala Sekolah,

Des. H. PAIMIN
NIP. 19540515 198003 1 032